DOCUMENT RESUME

ED 085 848 EA 005 730

AUTHOR	Hedges, Henry G.
TITLE	Using Volunteers in Schools. Final Report.
INSTITUTION	Ontario Inst. for Studies in Education, St. Catharines. Niagara Centre.
SPONS AGENCY	Ontario Dept. of Education, Toronto.
PUB DATE	Jun 72
NOTE	168p.; Related documents are EA 005 728, EA 005 729, and EA 005 731
AVAILABLE FROM	Niagara Centre, The Ontario Institute for Studies in Education, 187 Geneva Street, St. Catharines, Ontario L2R 4P4 (Canada) ($1.50)
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Academic Achievement; Annotated Bibliographies; Elementary School Students; Grade 1; Kindergarten; Models; Parent Attitudes; *Parent Participation; Parent Teacher Cooperation; *Program Descriptions; *Program Evaluation; Special Education; Task Analysis; Test Results; *Volunteers
IDENTIFIERS	Canada; Volunteer Parental Involvement

ABSTRACT

The two main sections of this report describe the general model for the Volunteer Parental Involvement Program and provide the program documentation. The model is accompanied by materials developed for its implementation in in schools. These materials comprise a manual that schools are employing in developing their own Parental Assistance Programs. The documentation covers the extension of volunteer use in three schools in particular, for each of which an independent section is provided. The report for each school identifies the nature and needs of the program, the goals of the school, the staff's participation in the project, the major phases of the project itself, evaluation procedures, and the results and analysis of the findings. Suggestions are also provided for generalizing the findings or disseminating them to other schools. A general and a selected bibliography are included. (Overall poor copy.) (Author/MLF)

ED 085948

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

USING VOLUNTEERS IN SCHOOLS

(Final Report)

A Project Funded by Contract
between OISE and the Ministry
of Education, Ontario

June, 1972

H. G. Hedges

The Ontario Institute for Studies in Education
Niagara Centre
187 Geneva Street,
St. Catharines, Ontario.

#1.50

EA 005 730

FILMED FROM BEST AVAILABLE COPY

USING VOLUNTEERS IN SCHOOLS

(Final Report)

H. G. Hedges

Niagara Centre, The Ontario Institute for Studies in Education

June 1972

This report includes two main sections as follows:

(a) A description of the general model for Volunteer Parental Involvement, accompanied by materials developed to accompany the implementation of the model in schools. These materials appear in the Appendix of this report and together represent a manual which schools are employing in developing their own Parental Assistance Programs. These materials have been disseminated to over 200 schools, both in the Niagara Region and in several other parts of Ontario.

(b) Documentation of the program in extending the use of volunteers in three particular schools, for each of which an independent section of the report is provided. The report for each school identified the nature and needs of the program, the goals of the school, the staff's participation in the project, the major phases of the project itself, evaluation procedures, and the results and analysis of the findings, along with ways in which it is proposed that the findings could be generalized or disseminated to other schools.

The project was funded for the year 1971 to 1972 through the Office of Research and Development at the Ontario Institute for Studies in Education as a project funded by contract with the Department (now Ministry) of Education, Province of Ontario.

(a) THE GENERAL MODEL

The study of wider public involvement in formal education, and in particular the study of parental volunteer assistance in schools has been for the past three years a major activity of the Niagara Centre of The Ontario Institute for Studies in Education. During 1969-70 a major intensive survey of the use of volunteers was conducted in the Niagara Region, the results of which are found in the monograph Volunteer Helpers in Elementary Schools. This survey documented the extent of volunteer help in 100 schools selected as a representative sample. It was established that about 48% of the schools had some level of volunteer program. An even more important contribution of the survey was the taxonomy which was developed whereby the classroom functions of both teachers and volunteers could be objectively categorized for analysis and comparisons.

During the 1970-71 school year an extensive survey of volunteer assistance was conducted in the province, with 40 selected boards as the study group. In this survey it was shown that 52% of the schools had at that time some form of volunteer assistance programs. In almost all respects the data for the province were comparable to those for the Niagara Region. For example, it was found that the average number of volunteers per school was approximately nine volunteers, and that the average weekly contribution of each volunteer was approximately one-half day. The survey showed that a few boards had no schools with volunteer programs and a few boards had volunteer programs in all their schools, with the remaining boards represented throughout the range from zero to 100%. The survey revealed large numbers of schools with twenty or more regular volunteers.

After examining the volunteer programs in a number of schools and analyzing the needs in schools with respect to possible volunteer help, an operational model was developed, the outline of which appears in the Appendix. The model has six main phases (readiness, recruitment, training, maintenance, evaluation, and extension) and it breaks each phase down into a series of chronological steps which can be followed in planning and implementing the volunteer program. The model also identifies the person or group who should assume major responsibility for initiating or conducting that particular step or sub-step.

During 1970-71 the operational model was implemented in three schools having widely different characteristics. During this period the officers connected with the project worked on a continuing and fairly intensive basis with the principal and staffs of the three schools concerned. Their activities included the initiation of activities, the application of various steps in the model, and a continuous monitoring and evaluation of the work of the volunteers and of the effectiveness of the model itself. In all three schools the participants judged that the model was applicable and the volunteer program that was developed was successful. In independent reports we have documented the success of the program as determined by the statements and attitudes of principal, staff, parents and students. In one of the schools a complete evaluation project, including an evaluation of pupil gain was undertaken, and it was concluded that the total program of the school resulted in significant gains over the three control schools that were used in the study.

One of the outcomes of the implementations of the model in the three schools was the continued expansion and extension of the program within these schools, and the identification of a number of special or particular needs that were identified as being appropriate for assistance with volunteer help, assuming that the model was modified in certain ways in keeping with the particular need. The identification of various extensions formed the genesis of the existing project, which deals with the development of three particular extensions in three individual schools. The description of these extensions occupies the major part of this report.

The second outcome of the implementation phase was the development of various materials which the principal, teachers, and volunteers used in one or more of the phases. As suggested above, these materials are found in the Appendix of the present report. Two of these, entitled "Some Suggested Tasks for Volunteer Parents" and "Some Special Ideas" enabled the staffs of schools to speculate on what the program of volunteer help would look like once it was implemented in the school, and in addition, gave them the security of identifying a number of particular things that volunteers would be asked to do during the early phases of the program. It was quite clear that in all of the schools there was a good deal of insecurity on the part of teachers about the early assignment of the volunteers. The availability of these two documents helped to ease this situation.

In each of the schools the nature of the recruitment instrument, and the policies for recruitment caused considerable early concern. For this reason we have prepared the sample recruitment letter and questionnaire which are found in the Appendix. In a number of schools which have employed some of the development materials, herein described the recruitment letter was used in almost its existing form with only minor additional specific references to the individual schools in question.

The document entitled "Objectives, Advantages and Potential Outcomes of Parent Volunteer Programs" was used by the staffs to sort out the purposes, goals, and objectives that they had in mind for volunteer programs. The project officers found that in all the schools in which they worked the prime objective in the minds of the teachers seemed to be the direct additional help that they would receive in the classroom. The idea that the possible improvement of parental attitudes and the improvement of communication between the home and the school might be even more significant outcomes or objectives of the program had apparently not occurred to the teachers. Therefore, in this document prior attention is given to questions of attitudes and communication.

During the early phases of the dissemination of the findings in the three schools we encountered a large number of requests for short lists of reading materials. In order to meet this need two bibliographies, a general bibliography, and a selected and annotated bibliography were prepared. These two bibliographies are found in the Appendix.

In order to document reliably the activities of volunteers in the schools and also to study the effects of volunteer assistance on teachers' functions, the original taxonomy developed for the Niagara Survey was modified to meet the dual roles of parents and teachers as adults in the classroom. The revised taxonomy eventually was improved to the point that a standard observation schedule incorporating the taxonomy was prepared for direct observation in the classroom.

A copy of the classroom instrument in its reduced form appears in the Appendix. The actual instrument used in the classroom is extended to provide space for all the entries to be made.

Accompanying the taxonomy is a manual for observers, a copy of which is found in the Appendix. The manual defines each of the functions in the taxonomy, lists typical activities in each function, and delineates the function where a possible overlap with another function may occur. After a short training period observers are able to use the manual and instrument in classrooms with approximately 90% inter-observer reliability. Recently a number of educators have employed the instrument in classrooms and have surpassed the 90% inter-observer reliability with less than an hour's formal observation. Those educators with a background in teacher education appear to be particularly proficient in learning to use this instrument.

As stated above, the package of materials which have been described, and which appear in the Appendix, together represent a manual for the initiation, development and evaluation of a volunteer program in an elementary school.

This package of materials has now been used not only in the three schools in which the model was implemented, but more recently by approximately 200 other schools. The project directors have worked directly with the principals and staffs of approximately forty schools which have taken on the development of a volunteer program as a major project. In a large number of other schools and school systems, not only in the Niagara Region, but throughout Ontario, meetings have been held with groups of teachers, principals, and consultants, and the development materials described herein have been employed as one of the materials to guide discussions and action

In the dissemination phase of the general model a number of officials of the Department (Ministry) of Education have been involved in minor or major ways. The three most active participants from the Ministry have been program consultants from the Niagara Regional office, namely, Mr. M. McKenna, Mr. E. Pipher, and Mrs. E. Jarvis. In addition, Mr. J. Storey from Region 8 and Mr. N. Best from the Curriculum Section have maintained an interest in the project. Meetings have also been held on three occasions with personnel from the Ministry, representing mainly the Curriculum Section. At all of these meetings, the interest in the project has apparently been considerable; this is interpreted as meaning that some officials in the Ministry believe that the volunteer program has some potential for helping to resolve some of the problems encountered in schools today.

In connection with the dissemination of the general model a film entitled "In Loco Magistris" was prepared as a joint enterprise of OISE and The Ontario Educational Communications Authority. This film was selected in competition as one of the five major audio-visual presentations in curriculum innovation at the Banff Conference in October, 1971, and it is definitely the pre-eminent film on the subject in Canada if not in North America. It has been widely used throughout Canada and has also been used at conferences in several states of the United States. A report from the OECA states that it has been one of the largest selling productions of the Authority. The film has been used over one hundred times during the past year with groups of teachers, principals, etc., and has been the focus of discussion at a number of major conferences, including the Parent Cooperative Nursery Conference, two conferences of the Ontario Educational Research Council, a Supervisor's Conference at OISE, the OEA Annual Meeting at

York University, and in presentations to various principals', consultants', and trustees' groups. It will form the keynote topic for one day at each of six Ministry of Education summer courses for principals in the summer of 1972.

It should be pointed out at this time that the above account of the General Model serves merely as background for the section that follows, which pertains more particularly to the current project under discussion. However, a documentation background is essential to an understanding of the three particular school projects described in the section that follows.

(b) THE CURRENT PROJECT

The funding for the current project, entitled Using Volunteers in Schools, involved two programs, as follows:

PROGRAM A: Establishing a model for using parent volunteers to meet a specific large-scale need in an individual school. As stated in interim reports of September 20, 1971 and January 11, 1972, this program was extended from the one original school to a second school, so that two schools could benefit from the use of the volunteers in their attempts to meet different large scale needs. In Fessenden Public School, Ancaster, this resource enabled the staff to become a curriculum development team. In St. Daniel's Separate School the program permitted the staff to integrate special education into the regular program. The programs in these two schools are described in detail below.

PROGRAM B: Exploring the use of volunteers to expand the amount of a teacher's time spent in the most critical classroom functions of planning, interacting with individual students, determining students' readiness, and initiating and consolidating important new mental structures. This program, housed in Victoria Public School, St. Catharines was conducted in keeping with a rigorous experimental design, and included systematic evaluations of pupil gain. The program is described in detail in a following section.

PROGRAM A

Using Volunteers to Meet Major School Needs

School 1: Fessenden Public School, Ancaster

An Approach to Staff Curriculum Development

Before the opening of the school term in September 1971, the principal of Fessenden Public School, Ancaster, (Wentworth County Board of Education) discussed with the author the possibilities of the staff or part of the staff of that school becoming a curriculum development team. Together, we explored the possibilities of the Parental Involvement Model as a possible alternative to some of the needs that would exist in attempting to provide the staff with adequate time for a continuing curriculum development plan. After exploring the question with the staff concerned and with the officials of the board of education, it was decided that we would proceed to explore the volunteer model as a means of providing an opportunity for the Grade 4 to 6 teachers to become a curriculum development team in a reasonably formal sense. The chronological development of the plan, in keeping with the general model, is documented below:

(a) Preparation Phase

Although most of the staff members were not involved in the initial decision to proceed with the exploration of the plan, nevertheless there was in the staff a feeling of wishing to be somewhat more deeply involved in curriculum development. The staff appeared to be somewhat more able and more highly motivated than is typical, but no doubt other factors influenced their wishes to be involved in curriculum development. It will be recalled that a number of guidelines from the Ministry of Education, and also the Hall-Dennis Report with reference to curriculum development, imply that curriculum should involve the staffs of schools as the basic unit. The staff had already identified this as the greatest single need within their particular school. Concepts of continuous progress and non-grading were the subject of frequent discussions among staff members as was the feeling that the pupils from their Grade 1 to 6 school should in some way be better integrated with students at the neighbourhood Grade 7 and 8 school. The provision of volunteer help to free the teachers for a period of time each week seemed to be the best alternative whereby the teachers could get some time for curriculum planning. At a number of meetings the author and the principal discussed with them objectives of volunteer programs, viewed the film on the subject, discussed the programs in other schools and in other ways assisted the staff with decisions about initiating their own volunteer programs. Recruitment was delayed until after the decision to proceed with the plan and a general agreement on the objectives of the program were attained. It was decided by the staff that the main objectives would be the provision of one or two hours' planning time weekly on a regular basis, with an attempt to ensure that there would be no loss in pupil achievement within the school. In order to achieve these objectives the staff decided to recruit a regular corps of volunteers who would serve basically as classroom supervisors for the period of time in question each week. It was decided that two or more volunteers would be assigned to each classroom initially to make sure that discipline problems, misunderstandings, etc., were kept to a minimum. The staff made use of the dissemination materials prepared by the Niagara Centre. No firm design for evaluation was considered to be required because the staff felt that the ongoing profiles of achievement in the school would enable them to determine whether there had been any significant gain or loss as a result of this change in their usual program.

(b) Recruitment Phase

Instead of a typical Home and School Association, in Fessenden School the principal holds periodic coffee sessions with parents in mid-morning. It was decided to use these meetings as the first means of informing the parents of the school's plan and of conducting the initial recruitment activities. At a series of meetings the purpose of the program, the objectives and activities of volunteer programs, and the plans for recruitment were outlined and discussed. The concerns and questions of parents were also dealt with. Following these meetings the recruitment letter in keeping with the one prepared for the general model, was distributed along with the questionnaire to all the homes in the district. The earlier preparation and information to parents no doubt accounted for the overwhelming success of the recruitment phase. Responses were received from well over half the homes in the district and the number of volunteers in this initial wave approached one hundred. Decisions were made, both by the volunteers themselves and by the principal and staff as to which volunteers would be placed on the regular corps for regular weekly service, and which ones would be assigned either to special duties, to on-call needs, or to a talent bureau who would meet particular needs at special times of the year. The availability of a greater pool of volunteer talent than was necessary for the curriculum planning team created a new aspect to the program in the rest of the school, because the other teachers saw possibilities in their own classrooms for using volunteers, and eventually the extent of volunteer help in the rest of the school paralleled the more formal use of volunteers by the curriculum development team. In addition, several very competent and dedicated volunteers performed regular technical or semi-technical functions in particular parts of the school. For example, in the library two mothers came on a regular basis, one to build a master picture file for the school and the other to provide back-up services in the way of filing, ordering, shelving, etc., thereby freeing the teacher-librarian to serve as a member of the curriculum development team.

From the corps of regular volunteers the principal, in discussions with staff members, selected and assigned the particular volunteers that seemed most suited to the various classrooms in the junior team. The teachers assigned initially some of the tasks on the proposed task list, and gave a certain amount of preliminary training so that the mothers could take over the classroom very early in the program for an exploratory period or two when the teacher would be absent. Thus it was possible for the curriculum development plans to be initiated almost as early as the beginning of the volunteer program.

(c) Induction Phase

In most cases the teachers wished to have their volunteers present in the classroom prior to the first actual period of service so that assignments, objectives, routines, etc., could be discussed. It was obvious to the observer that the volunteers were at least as nervous about taking over the classroom as the teachers were about having someone accept this responsibility. It appeared to have been a wise move to have allocated more than one volunteer to each of the classrooms early in the project.

Discussions were held with pupils concerning their behavior, responsibility, etc., during the time when the teachers were to be absent from the room. The greatest amount of concern expressed by both the volunteers and the teachers had to do with matters of routine and discipline. It appeared that the volunteers would be reluctant to discipline pupils in matters of unacceptable behaviour, and it also seemed almost certain that some such cases would appear. Many of the discussions between volunteers and teachers centred upon their share of responsibility in this respect.

Some of the teachers preferred to spend the first periods of volunteer service in the classroom to reinforce the work of the volunteer. It was considered essential to the success of the plan that there be open communication between the teacher and the volunteers. In general, there was reasonably successful dove-tailing of the interests and competencies of volunteers with the kinds of tasks which teachers were prepared to assign to them. In fact, in spite of the volunteers' initial feeling that they were inadequate to the tasks to be assigned, it was quite surprising to see the levels of background, experience, and ability that the volunteers were able to bring to the classroom.

(d) Maintenance Phase

Within a very few weeks the program settled down to a regular pattern of volunteers serving for an hour each Wednesday morning while the staff participated in curriculum development as a team. In time, the period of one hour was extended to a two-hour period and this became the usual practice for the rest of the year. Various procedures were used in assigning tasks to parents, instructing them in the activities to be performed and promoting them to more difficult and challenging responsibilities. Sometimes the training was done prior to the Wednesday volunteer periods, but more often it was done in conjunction with the routines of the particular morning in question. The greatest single problem during the maintenance phase was the occasional failure on the part of a volunteer to appear on schedule, thereby causing a hurried and incomplete revision or reassignment of the work of the morning. This proved to be very annoying to the teachers and at times they were quite vocal in their criticism of this aspect of the program. Fortunately, the assignment of more than one volunteer to a classroom often made it possible to deal with this difficulty, but it was obvious from the comments of the teachers that whenever this problem occurred it created a difficulty that the teachers believed that they should not have to cope with at the last minute. Very few formal training sessions were required. No doubt, if it had been possible to provide certain routine training sessions in the use of audio-visual equipment, in matters of routines and discipline, in the evaluation of pupils' work, etc., some time would have been saved and perhaps more efficient service would have been given.

The corps of parents categorized as the "on-call" group were used more extensively than in some other programs in which the author has been involved. An attempt was made to involve in the program all volunteers who had, in fact, offered their services. The demand for volunteers on the part of the rest of the staff, no doubt, accounts in part for the success that the school demonstrated in making a wide use of a very large number of volunteers. As a result it was not necessary to conduct formally the second wave of recruitment. However, additional volunteers did enter the program during the year and some of the original volunteers were reassigned to different classrooms or different duties.

(e) Evaluation Phase

It will be recalled that the agreement on evaluation made by the staff was that they be given adequate time for curriculum development and at the same time assurance that their pupils would not suffer as a result of the program. Thus, from the staff's point of view the evaluation considered two basic questions: (1) What was the picture with respect to pupil growth, and how was this affected by the program? and, (2) Did the staff have adequate time to make significant progress in curriculum development?

With respect to the question of pupil growth the on-going testing program in the school would seem to be adequate. Prior to the beginning of the school year profiles of growth of all students in basic skill subjects was available. At the end of the year adequate testing was available so that the principal was able to assure the author at the final meeting that the progress in the school had been, at least, as great as would have been expected on the basis of past experience and appeared to be somewhat higher. The principal and author are reluctant to attribute the additional gains to the program itself. A number of other factors such as changes in teacher personnel, teacher competency, general interest of the community in the project, a general Hawthorne effect, etc., may have accounted for the additional gains. What the evaluation did point out is that the objective of avoiding a negative effect on pupil-gain was achieved, despite the absence of teachers from the classroom for two hours a week.

It is easier to describe than to evaluate the achievements of the teachers as a curriculum development team. During the year the volunteer program enabled the staff as a group to engage for approximately five hundred man-hours in curriculum development. In addition, the existence of the program in the school made it possible for two program consultants to be identified, along with the author, with the curriculum team to a much greater extent than could normally be expected. The team had the good fortune of having two highly respected program consultants, Mr. Eldon Pipher, and Mr. Michael McKenna, of the Region 6 Office, available to them on a regular basis as consultants to the curriculum planning team. It must be pointed out that the outside experts were not the leaders in the teams. The team leadership came from within the school and, in fact, from the teacher body of the school. The principal, the author, and the two visiting consultants all participated as consultants and team members but not as leaders. During the early stages of our activity the teachers expressed the wish to explore a large number of areas of the curriculum, and in this light discussed broad general objectives of the school. In due time, however, they began to appreciate the enormity of the task ahead of them and therefore decided they should deal initially with an area in which they felt fairly secure and in which they thought that there was common ground for discussion. No doubt the importance of the subject also led them to choose mathematics as the subject to which they would devote the greatest amount of their time. During the curriculum development meetings discussions centred around the alternate programs, mathematical games, behavioral objectives, the possibilities of a continuum in mathematics development, and means whereby a number of objectives could be clustered so that the school could have an ongoing and comprehensive evaluation program. The curriculum development outlines developed by the staff included both the materials generally regarded as core mathematics material, and also enrichment material. Considerable attention was given to bringing greater relevance to real life situations into the mathematics programming. One of the difficult problems that reoccurred at a number of points was whether individual youngsters should always move along at their own pace, or whether deliberate attempts should be made to group the children and hold some of them back by providing them with enrichment experiences or alternative mathematics instruction, such as geometry, logic, etc. Mr. McKenna was particularly valuable in helping the staff assess various proposals related to problems of this kind. He was also able to use special resources at his disposal to introduce to the teachers new text material and other alternatives in mathematics instruction. No doubt this experience was equally stimulating to the program consultants involved.

Two other aspects of evaluation of the program at Fessenden were of concern to the evaluator, namely the description of what the volunteers actually did in the classrooms and an analysis of the attitudes of the volunteers.

At various times during the year formal observations were made in the classrooms, using the taxonomy of classrooms functions developed in the general model. The observations in the classrooms in which the parents were providing basically a supervisory function, were remarkably similar. They indicated that approximately 80% of the time was devoted to two functions, namely, active supervision and consolidation of content. These two functions were about equally divided. It can be concluded that the intentions of the teachers were to have volunteers supervise the ongoing activity of the classrooms, mainly with respect to supervising students' seatwork and helping individual students when problems arose. Although there was some variation from one classroom to another, the total percentage of the time spent in these two functions on the average was fairly constant.

The typical activity of the volunteer or volunteers in any classroom included routine active supervision of student seatwork, usually arranged by walking about during the classroom, with short periods of direction or assistance when needed. The other function, that of consolidating content, was usually practised by the volunteer remaining in one part of the room and having the pupils come as needs arose, to get special help. The amount of time given to individual pupils in this function ranged from a few seconds to as much as two or three minutes. It appeared that some of the volunteers, when working alone, had more difficulty than do teachers in maintaining the general climate of the classroom while providing individual help at the teacher's desk. In those classrooms where two or more volunteers worked together, the usual practice at any point in time was for one of them to be providing the individual consolidation described above, while the other maintained the general routines of the classroom in an activity that alternated between active and passive supervision.

The remaining 20% of the volunteer's time was spent in various activities. Some of them were of a technical nature, such as preparing audio-visual materials, or of a non-technical nature such as passing out supplies, preparing work cards, etc. About 10% of the total time was involved in a form of instruction that, in our taxonomy, we called 'adding content to structure'. In this activity the parent volunteer actually performed an instructional function, but in almost all cases it was simply adding content to an existing mental structure. It was very unusual to find a volunteer actually introducing a new concept to the pupils. There was considerable variety shown in the arrangements whereby the volunteer added content to existing structures; e.g., sometimes this was done in informal discussion groups sometimes as a class, and sometimes in well-organized work-groups in which a small team of pupils would be working together regularly on topics in science or social studies.

Comparison of the activities of the volunteers at Fessenden School with the activities of volunteers in the three studies in which the original general model had been implemented indicates that the work of the parents in the Fessenden situation, where they are replacing the presence of the teacher for a period of time rather than helping the teacher with his activities in the classroom, is of a much more uniform, stable and stereotyped nature. While in the other schools one might expect the volunteers to perform almost any function under the direction and supervision of the teacher, it was quite clear that at Fessenden the range of functions was extremely narrow, being represented over three-quarters of the time by activities within two functions, consolidating content and active supervision. This can, no doubt, be accounted for in part by the fact that the volunteer working alone is probably less capable of performing a wide range of functions than is the volunteer working closely with the teacher. A more probable explanation of this difference is the reluctance of teachers to assign a wide variety of functions to volunteers in their absence.

The most important aspect of our study of the functions of volunteers is that teachers are able to identify, and volunteers are able to perform, a group of tasks within one or two broad functions which teachers believe are important to be performed. This observation indicates that while the volunteer does not act as a teacher, (i.e., does not perform the highest level of professional functions), she is able to maintain in the classroom certain functions which are vital to the growth of children and which performed by a volunteer are not noticeably inferior in their long range effect than as if performed by the teacher.

The second aspect of evaluation of interest to the researcher has to do with parental attitudes, in view of the importance of the relationship between parental attitudes and pupil achievement, first documented in the Plowden Report. Two procedures were used to gather information about parental attitudes - direct interviews and a written questionnaire. The findings were very similar to the results from the survey of attitudes in the schools that implemented the general model. That is, initially parents appear to volunteer out of a mixture of curiosity, interest in what is happening at the school, and the desire to have better insights concerning the progress of their own children. Later on, these kinds of motivation appear to shift towards feelings of satisfaction, of making an important contribution, and in this case of enabling teachers to perform an important function which otherwise would not be achieved within the school. Many of the parents stated quite openly that their contribution in the school enabled the school to do something that other schools were not able to do, and it was also evident that they took a certain amount of the credit for this extra activity being achieved. Almost all the parents stated that they enjoyed their work and looked forward to it. Some of them commented on the greater recognition they have received from parents and pupils in the neighbourhood as a result of their participation in the program. Quite a number of them commented on the increased insight they have concerning the problems and programs of the school. Many comment with awe concerning the range of tasks carried out by the teachers. Almost all parents indicated that they would wish to continue in the program and, in fact, would attempt to recruit others to the program. One particular feature of Fessenden School gives some additional insight about the interests of the volunteers. The kindergarten at the school includes children who later on will be transferred to other schools in the town. Quite a number of the volunteers were parents of this intinerant kindergarten group. Almost all of them at the end of the year inquired as to how they could participate in initiating a volunteer program at the school to which their own youngster would be transferred in the next year. Similarly, a number of inquiries were made concerning the initiation of a follow-up volunteer program at the Grades 7 and 8 school. Whether, as a result of this activity or of the general interest in volunteer programs, the first secondary school model for parental involvement was commenced during the year at the high school in the town.

One further aspect of the evaluation relates to broad support from both the community and the board of education. In this connection, a number of public meetings were held at which the principal, staff members and volunteers described their program, and with the assistance of the author answered questions and concerns about the project and its outcomes. Frequent reports were forwarded through the principal to the officials of the board of education and these led midway through the year to an invitation from the board to make a formal presentation on the topic. It was decided that we would treat the project as an activity of the school itself rather than of the Institute, and therefore, we decided that members of the staff and parent volunteers should make the basic presentation to the board. The presentation was followed by a large number of questions from the trustees, most of which implied interest and support for the program. As far as we have been able to learn there have been no serious negative criticisms from either the community or the board concerning the project at Fessenden School.

(f) Extension Phase

From midway through the year to the end of the project it appeared to be assumed by all participating in it that the activity would not cease at the end of the school year, but would continue on, but in a revised form, into the next school year. While the staff as a curriculum development team made important strides toward developing a curriculum in mathematics that was more closely related to the interests and needs of their students, it was obvious that much work had yet to be done before the staff would complete the curriculum developments that they already envisaged. The staff intends to continue its activities as a curriculum team, and no doubt, within the next year will turn its attention not only to other subject areas, but also to integrated approaches, organizational patterns that reflect student abilities and interests, and plans that will make better use of teacher resources.

Replication and Dissemination

The author contends that if we are to take seriously the guidelines of the Ministry of Education and the views of the Provincial Committee on Aims and Objectives concerning the role of the local school staff as a curriculum development team, we must make deliberate provisions whereby the staffs of schools, and particularly of elementary schools, have opportunities for working together to develop and implement curriculum innovations. The present project represents one alternative approach to this problem, and in view of its apparent success at this school, along with the fact that it creates no budget difficulties, it can be commended as one approach to the problem. If one attempts to account for the relatively little work done by most school staffs in curriculum development, the most common explanation would undoubtedly be the lack of a common and regular time for such activities to be conducted.

Certain factors as Fessenden School probably account in part for the success of the project there. First of all, Ancaster is a town with strong local identity and probably an unusual degree of involvement in community projects. This may account for the very large response by volunteers, which incidentally exceeded by several times the anticipation and prediction of the staff. The competent leadership of the principal and the existing commitment of the staff toward cooperative curriculum development would also be contributing factors. The presence of the author and of the two program consultants named above, no doubt, had a stimulating effect on the activity.

Despite the importance of some of the factors stated in the previous paragraph it seems reasonable to expect that a large number of other schools, perhaps as many as 30-50% of the elementary schools in Ontario could implement this project, with certain modifications in the light of particular conditions in various schools or communities. The evidence to date, not only at Fessenden but in a large number of other schools indicates that there is a much greater pool of available volunteer talent than most schools have identified themselves or are ready to use. In those communities where there may be inadequate interest among parents, there are other groups of volunteers, including students at community colleges, universities and teachers' colleges who could profitably participate in the same role as the parents at Fessenden.

The successful implementation of both a general program of parental involvement and a more specialized extension such as the use of a competent corps of volunteers to replace teachers for an hour or two a week may require in most cases a measure of outside leadership. The value of outside leadership in providing credibility, encouragement, and political support for a school wanting to start this kind of innovation should not be overlooked. Insecurity on the part of a staff seems to be a far greater problem than problems of availability or competency of volunteers or the ability of the staff to organize its program once it has committed itself and feels secure about doing so. In disseminating the results of a project of this kind, then, one would recommend that program consultants and local consultants study the model and the extension and commit themselves to assisting staffs who wish to move in this direction. Unless this or an alternative method of providing school teams with planning time is implemented broadly, guidelines that promote the role of staffs as curriculum development units will continue to be regarded as little more than admirable intentions. One further aspect of dissemination of this type of project will no doubt be of concern to both OISE and the Ministry, while the personnel of the Niagara Centre and of the Region 6 office are prepared to assume some responsibility for dissemination of the project in one region, there is the possibility that unless deliberate dissemination procedures are initiated provincially, the outcomes will make contributions in one region.

School 2: St. Daniel's Separate School, Hamilton

Integrating Special Education

St. Daniel's Separate School in Hamilton (Wentworth Separate School Board) had already developed a basic parent-volunteer program in 1970-71. As an extension, the staff decided to explore the possibility of adapting its successful program to the area of special education. Many elementary schools staffs in Ontario express concern about two current aspects of special education -- the identification of greater numbers of pupils with special learning problems, and a growing commitment to integrating existing special education students into regular classes. The St. Daniel's adaptation was designed to meet these two needs. Because the resulting project was an extension of the existing program, the documentation that follows makes little or no reference to the steps of the original implementation of the model.

St. Daniel's staff set five major goals in relation to their concern for special education:

1. To integrate all special education students into the main program of the school and to provide them with special assistance as needed on a periodic, temporary, or sustained basis.

2. To identify all pupils with special needs. This could range as high as about 30% of the school population. The staff was prepared to make special provision for as many as 100 of its 400 pupils on either a temporary or an on-going basis.

3. To develop a profile of learning progress for each pupil, making note of the strengths and weaknesses and of the general rate of progress.

4. To involve all of the teachers in the diagnosis and the identification of the special education needs of pupils and to establish this as a major point of view for the school staff.

5. To extend the existing parent volunteer program so as to provide the extra assistance needed to achieve the other goals.

MAJOR PHASES

The basic parent volunteer model was adapted to the special education situation through the addition of several factors which had already been identified:[1]

(a) A comprehensive testing program for all pupils; for all those identified as having learning difficulties, the provision of a learning profile for each pupil involved; this activity was to be managed by the special education teacher.

At St. Daniel's, survey testing was conducted using such tests as The Canadian Tests of Basic Skills and the Lorge-Thorndike Intelligence Test. These were administered under the direction of the special education teacher.

(b) The assignment of volunteers to classrooms in order that teachers might concentrate on the testing program for the required period.

To provide for this, 46 parent volunteers were recruited. Twenty-five of these were selected to work on a regular basis in the special education adaptation of the program. From this group nine were chosen to work directly under the supervision of the special education teacher, working with those pupils requiring special remediation. These parents usually worked with an individual pupil, or with a small group of three or four under the direction of the teachers in the basic school program

---

[1] H. G. Hedges, Volunteer Parental Assistance in Elementary School, P341-342

(c) A systematic organization of the profiles to provide a detailed overview of the problems and levels of the pupils concerned.

Information from the survey tests which were administered were supplemented by further information from other sources. Teacher observations and the results of term tests were sources of data. Pupils with special problems were identified, and then the special education teacher met with the other teachers having contact with each of the pupils identified. Each case was discussed in detail. If necessary, the pupil was further investigated. The special education teacher employed such tests as the WISC, the Wexler, the Slosson, the Frostig, and the Durrelle. A file was set up for each pupil, into which could be placed all of the data including the prescriptions of the learning needs and the very specific suggestions for follow-up programming.

(d) A flexible, but thorough, plan for providing daily the specific additional instruction required by individuals to be applied in cooperation with the volunteers. Experience to date indicated that where a well-integrated learning continuum is outlined competent volunteers can proceed with a minimum of supervision. With experience, some volunteers will no doubt be able to assist in various aspects of the program, thereby freeing the teacher for additional time for the organization and the diagnosis.

At St. Daniel's the teachers shared in the decision of how the prescriptions were to be carried out. In some cases, a modification of the activities in the basic school program was sufficient. In other, the child required individual attention on a regular basis from one of the teachers. Sometimes, individual or group activity was necessary, these activities being carried out under the direction of a parent-volunteer, or sometimes through the direct intervention of the special education teacher.

STAFF ROLES

The program at St. Daniel's required major alteration in the roles played by various staff members. Under the basic organizational pattern of the school, the teachers were organized into two groups -- a primary-junior team, and a junior-intermediate team. Since all of the potential special education pupils were integrated into the regular program, the teachers in each team shared the responsibility for any special pupils in their pool of children, as well as for the rest of the children under their jurisdiction.

This pattern or organization did not relieve teachers of the responsibility of identifying and dealing with pupils with special problems. On the contrary, it made such action all the more urgent. The teachers engaged in a continuous, ongoing evaluation procedure. They did not label pupils according to some imprecise diagnosis; instead, from work records, term tests, directed and casual observation, they collected specific information for the referral of special pupils to the special education teacher's attention. They shouldered a further responsibility as well. The whole team met with the special education teacher in order to discuss each referral. Once a decision had been reached, they all shared the responsibility for the specialization of programs to promote the development of each of these pupils.

The role of the special education teacher was most dramatically altered. She was not assigned a particular group of pupils as her class. Instead, she acted as special education leader with each of the two teaching teams. Employing the information provided by teachers and collected during testing, she made the ultimate diagnosis and prescription for each of the pupils referred to her, taking note of what the teachers had to say during the team meetings. She guided the implementation of the prescribed program, as well, and in many cases was the remedial or specialist teacher. She acted then, as a leader, a catalyst, a cooperating specialist, and a teacher.

PARENT VOLUNTEERS

It was the use of parents in the schools which made the special programming possible. Approximately half of the parents were used to facilitate the special education adaptation of the basic program. Only a fraction of these, however, assisted directly with the instruction of the special pupils. The rest, working as volunteers under the direction of the teachers, provided the teacher with released time for planning, for the identification, diagnosis and testing of pupils, and for interviews with other teachers and with parents. They worked mainly in the regular program group situations.

The fraction who worked directly with the special education teacher, after observing the teacher in action with a pupil, provided the follow-up reinforcement for the activity be guiding the child through drill or activity situations. The parents worked with individual pupils or with small groups of three or four under the specific instructions provided by the special education teacher. The parent's role here was almost entirely instructional. Most of the parent's activity was categorized as consolidating new learning or as consolidating new content. For example, the volunteer would drill words or phrases with a pupil or listen to a problem reader as he struggled through a passage, noting the common errors. She also worked with number-fact drills, or with other similar repetitive but nevertheless instructional situations.

A persistent staff comment was that, following the introduction of parent-volunteers into the school, parents appeared to feel very free to make suggestions to teachers concerning the needs of their own children. In addition, some parents were invited to provide valuable information during the group diagnosis sessions when their particular child was being discussed. Some volunteers continued to work at the prescribed program with their own children at home as well.

EVALUATION

The preliminary evaluation of the program at St. Daniel's is based on demonstrated pupil progress, teacher observation of pupils and parents in action, and perceptions of parents and of pupils. There is no doubt that the St. Daniel's staff achieved its major aim of integrating the special education program into the mainstream of school activities. A questionnaire distributed to parents posed the question as to whether or not St. Daniel's had a special education program for its pupils. Parents insisted that there was no such program. The special education activities, therefore, had been so well integrated into the program that they were not visible as a separate aspect of the school functions. The special education teacher was seen by parents as the special helper to specific pupils for particular reasons.

In addition, pupils did not appear to feel stigmatized when they were selected for special help. In fact, teachers observed that the pupils were most anxious to take part in the special sessions, either as individuals or in a group. There are several reasons that this should be so.

Children of all ranges of ability were included in some of these activities, including very bright, high-achieving pupils, bright underachievers, average pupils with particular disabilities, as well as pupils with major disabilities. With so many pupils involved, it was difficult to single out individuals for stigmatization. Based on the perceptions of parents, pupils, and teachers, therefore, it can be concluded that the preliminary evaluation was positive.

The fact that a great many pupils were associated with the special program for relatively short periods of time, and then returned to their regular groups with either a reduction or an elimination of the difficulties that led to their identification as learners with special needs is itself evidence that the academic needs of special students were met, with the additional benefit of avoiding the ostracism that sometimes accompanies the child who is segregated for special education.

Another aspect of evaluation concerns the model itself. The four factors added to the general model, all considered essential for an integrated special education program, were capable of being implemented successfully, and therefore merit general consideration as schools attempt to meet a new approach to learning problems, considered to be better attuned to the psychological and emotional needs of youngsters, a position stressed in Living and Learning.

It is obvious that the implementation of those four factors required additional personnel. Whether the volunteer program is either the only means of obtaining this help during a period of budget constraints, or whether it is more suitable than the use of additional teachers or paraprofessionals, are problems not resolved in this study. We suggest that any attempt to analyze these questions should consider not only pupil gain and the best deployment of teacher talents, but also the impact of such service on the understanding, insights, and attitudes of the volunteer parents themselves.

IMPLICATIONS, REPLICATION, AND DISSEMINATION

There are several directions which programs of this type might take in the future. In addition to the possibility of adapting this general approach to other schools and to all pupils whether they are severely disabled academically or whether they are normal pupils with minor problems, this same general procedure can be adapted in several other ways. For example, there is a suggestion from the school staff that the role of the home might be increased. Once the school has diagnosed a particular need for a pupil, through discussion and guidance provided by the school, parents might be encouraged to handle the bulk of the remedial programming with particular assistance as needed from the special education teacher. Other suggestions are to make use of high school students to work with younger pupils, a procedure which would appear beneficial to both groups involved, and also to make use of the many retired people living in every school community. Once again, the benefits would appear to fall in both places: the children would benefit from the increased individual attention, and the elderly would certainly benefit from once again being recognized as worthwhile contributors to the community.

While one is tempted to suggest that the St. Daniel's experience could be replicated in almost any school, some caution must be exercised in making such a generalization. Certain underlying conditions at the school account in part for its success. For example, the highly successful volunteer program that already existed enabled the staff to divert more than a usual amount of attention toward the special education extension. The competent leadership of both the principal and the special education teacher are not likely to occur together in many schools. The identification of the extension as a significant project, and the involvement of the project director himself, no doubt created a measure of Hawthorne effect that would not be replicated unless local consultants, program consultants and other outside leaders were identified with and committed to attempts to relicate this extension in other schools.

The dissemination of the outcomes of this project involve three significant changes in a school -- a different approach to special education, a basic volunteer program, and the introduction of the four factors listed above. Such a set of changes is likely to be slow to develop entirely *within* a school, and is not likely to occur merely from the dissemination of documentation. If the successes of such a project are to be replicated, the presence of external leadership in the person of a local consultant, program consultant or special education leader will be required. In short, a major innovation of this kind cannot be disseminated without direct involvement of capable change agents willing to give the encouragement, leadership and support required. The importance of meeting children's individual needs at critical times, and the general compassion of our society toward youngsters with special needs, justify the application of leadership in the directions described in this project.

In view of the availability, interest and competency of volunteer help, not only in this school but also in the other schools in which comprehensive volunteer programs have been established, the investment of external leadership in helping staffs capitalize on this resource to meet such needs as the integration of special education should have high priority.

PROGRAM B

A Radical Proposal: Transforming Primary Instruction

School: Victoria Public School, St. Catharines

A major outcome of the author's study of teachers' functions in the three schools in which the general model for Parental Involvement was implemented was that the presence of volunteers altered in important ways teachers' time allocations to various functions. For example, the study showed that on the average, teachers transferred approximately 21% of their time from relatively low level functions to what are considered to be the most critical or most professional functions of the teacher. Also, the amount of time spent with individual pupils when volunteer assistance was available more than tripled. It is a natural outcome of these two findings to consider the possible extension of this tendency toward increased professional specialization on the part of teachers. It is in this context that the present project, entitled A Radical Proposal, was envisaged and planned. The proposal is regarded as being radical in view of its potential for almost completely transforming the nature of instruction at the primary grade level, in view of the fact that it has potential for greatly increasing the amount of attention given to individual pupils, of providing important educational experiences at the particular point of readiness of each child, and of enabling a teacher to shift perhaps half or more of her time from relatively low and routine functions to the most important and critical functions of a teacher.

The proposal was implemented in the 1971-72 school year in a Grade 1 classroom in Victoria Public School, in a downtown area of St. Catharines (Lincoln County Board of Education). The Grade 1 teacher was selected by her board. She of course, became the chief initial beneficiary of the planning and operation of the project, in view of the fact that the major intention of the project was the altering of the teacher's functions resulting from the training and support required to bring about the changes without creating a detrimental situation for either the classroom at large or for individual pupils. The basic objective of the program was to give the classroom teacher the opportunity to spend almost all her time dealing with pupils on a one-to-one basis, with her activities almost exclusively limited to long-range planning, assessing readiness in each individual pupil, and then initiating and consolidating new mental structures in the child's mind. It was assumed that to carry out these functions properly almost all of the teacher's time would be employed. Intent was then to provide for the rest of the activities of the classroom through a plan for recruiting, training and supervising parent volunteers to perform almost all the other functions of the classroom.

During the fall of 1971 the early phases of the program, i.e., readiness, recruitment and induction were carried out, and before the end of the fall term the project was well established in its maintenance phase. Evaluation commenced at the beginning of the project, and in the latter stages of the year became the most important single activity. It was felt that five or six important dimensions of evaluation must be dealt with thoroughly if we were to have confidence in the results of the project. It is for this reason that the section on the evaluation phase represents the largest single element in the report that follows. In order to trace the chronological development of the project the activities are described below in the six phases of the general model. It is appropriate to make the report in this way because a comprehensive parent volunteer model was not in existence in the school at the time the project was implemented. Therefore, the project embraced two interrelated activities, the development of the parent volunteer model and its extension into the professional development activity which was the basis of the present study.

Readiness Phase

When it was decided that this would become a major project of the Niagara Centre, officials of the Lincoln County Board of Education were asked to approve the project within one of their schools, and to assist the author in selecting a teacher and principal who would be willing to receive the project and who had some interest in parental assistance in schools. A number of situations were identified by the officials, and a Grade 1 teacher at Victoria School was selected from the list.

Victoria School, a downtown school, was built sixty years ago. The school serves a broad spectrum of homes, ranging from upper middle class to working class. As in many downtown areas there are a number of one-parent families in the school. The decision to house the project in a downtown school was a deliberate one, because this environment was one that had not as yet been used in implementing the operational model for parental volunteer assistance.

Most of the readiness stage concerned the preparation of the teacher for her work starting in the fall of 1971. The problem encountered in other schools in which the model has been implemented, that of staff readiness for including volunteers in the classroom, was not a problem because the teacher was quite enthusiastic about the idea. The school had already experienced a limited amount of parent involvement.

The greater amount of work in the readiness phase concerned the preparation of the teacher for the reorganization of her own work. It was decided that no major change would be made in curriculum content and materials, but rather that the changes would relate to the balance between the work of the teacher and the tasks to be shared with the parent volunteers who would be recruited into the program.

The reading program in the classroom was mainly phonetic. While this program probably failed to capitalize on learner interest, nevertheless it provided an organized continuum which would make it relatively easy for the teacher to identify new concepts to be introduced. Also, this type of continuum would simplify the task of the teacher in identifying phases of readiness. The teacher's guide would be expected to provide a good deal of the information about the new concepts to be mastered. It was decided to take advantage of some aspects of the more flexible language programs such as the language development program, by encouraging pupils to write their own stories and have them typed or printed for the youngsters to use as additional high-interest reading.

The major decisions and activities of the project became centred in four people, the teacher, the principal of the school, and a research assistant and the author from the Niagara Centre.

Because the project represented a radical departure from typical classroom practice the project team decided to involve the parents in some of the decisions, and in particular, to involve them initially in the decision to proceed with the project. Therefore, a meeting was held to which all the parents of the pupils concerned were invited, so that the team could present to them the objectives and details of the proposed project. The questions and concerns of the parents were dealt with in discussion. The principal then offered the parents the opportunity to request that children be transferred into the other Grade 1 class in the event that the parent was negatively concerned about the project. None of the parents took advantage of this offer. The meeting showed a strong interest for the project, and during this session a number of parents volunteered to assist. The high level of support confirmed the fact that recruitment could be undertaken at once.

Recruitment Phase

A number of educators familiar with Victoria School predicted that we would be able to recruit only a handful of volunteers who would be prepared to give regular service. This was one of the reasons leading to the decision to recruit openly from the entire school, and not from only the parents of the classroom concerned. The intention was to recruit approximately 20 parents to perform on a regular schedule, with hopefully a small number of extra parents who would be considered the on-call corps. A recruitment letter explaining the project and inviting participation as a regular or an on-call member was sent to each home in the school district along with a questionnaire to be completed by the parents. An open meeting of parents was held to discuss volunteer work. With little or no additional prompting, twenty-five regular volunteers were recruited almost immediately, and about a score were recruited for the on-call corps. A large number of additional parents indicated a willingness to serve in some other capacity but reported that they were unable to serve during school hours because of full-time employment during the day. It appeared that with further recruitment efforts, an even larger volunteer corps could have been recruited. Of the corps of volunteers, ten were parents of pupils in the classroom in which the study was implemented, representing about a third of the total homes with children in the class.

Induction Phase

The organization of the corps of volunteers was done mainly by the research assistant. Lists of the volunteers were made available to both the school and the Centre and the parents were assigned to the school in keeping with the times that they had available. In the regular corps each was assigned one-half day per week on a regular basis. At first, two to three parents were assigned for each half-day.

The initial training of the volunteers was done almost entirely by the teacher. There is no doubt that this called for extra effort on the part of the teacher in the early stages of the program, but this extra work was compensated for later in the program by the fact that the teacher was able to spend more time with what she regarded to be her most important duties. The main part of the training of the parents was the day-by-day instruction in how to carry out certain tasks, mainly with individual children. The parents were given this instruction as needed in keeping with their assignments. The parents were inducted initially into such tasks as marking pupils' work, listening to pupils read and drilling pupils in reading and mathematics. Within a short period of time they also became involved in active supervision, helping children write their own individual stories, a measure of remedial instruction, the provision of individual help when children approached them for assistance, and a certain amount of technical and non-technical work.

In general the work of the parent was assigned by the teacher, and the identification of the children who were to go to the parent for individual help was specified by the teacher; in other words the organization of the classroom remained in the teacher's hands. Of course, as the year progressed the parents learned to exercise a greater amount of initiative and responsibility with respect to helping individuals with their problems. In the evaluation section of this report a further description of the activities of the volunteers is presented.

The most useful strategy employed by the teacher in allocating parents to various individual students, in outlining their work, and in keeping track of students was the use of an individual pupil's progress book. In this book the teacher daily recorded the new learning activities of the student and wrote out the assignments that the volunteers were to carry out. In turn, the volunteer wrote various comments in the book such as the work completed, the quality of the work, any problems encountered, etc. This record gave the teacher an immediate view of the readiness of the child to move on to the next stages of the program.

Maintenance Phase

Within a few weeks the basic organization of the program was established and two or three parents were on hand during each half-day to carry out the various tasks to which they were assigned.

A certain amount of absenteeism occurred throughout the year, a problem which in the experience of the author had been almost unique in this environment. One should bear in mind that this is a downtown area where problems of illness, one-parent families, transfers, etc., are more pronounced than in most other areas. The absentee problem was dealt with by both the Centre and the school. Most of the volunteers gave adequate notice of their forthcoming absence, but in some cases this was not done. This was in part relieved by the use of volunteers from the on-call corps. In fact, some members of the on-call corps joined the regular corps after a few such sessions.

Another problem that occurred, particularly with the on-call corps, was the interference factor which itself had both positive and negative features. The growing use of volunteers in other parts of the school, and particularly in the library, resulted in some competition for the services of some of the volunteers. While this problem at times was a nuisance to the project, nevertheless the long-range effect probably is beneficial since it extends the use of volunteers into other parts of the school.

Another problem arose which caused some shift to be made in the overall organization. Certain supervisory personnel expressed some concern that the children were not, in their opinion, getting enought total class experience. They felt that in our attempts to meet individual needs there was relatively little total class experience. Although it was not made clear what the particular benefits to learners were in having total class experiences, the project team deemed it advisable to make some shift in recognition of this observation, and therefore some of the parents were transferred from afternoon sessions to morning sessions. As a result each morning three or four parents were at work, and usually one only was assigned in the afternoons. The shift in program resulted in an even greater concentration on individual work in the language program and in mathematics. The teacher transferred into her afternoon periods instruction in art and music, physical education and other activities which could be conducted on a total class basis and wherein the attention to individual needs does not seem to be as vital, and in which the stages in individual development are perhaps less well defined.

As the year progressed it was evident that the volunteers were becoming more skillful in performing their work. However, the same general tasks were being performed, because the teacher's allocation of her own time to the four or five most vital functions left the same set of functions to be performed by others. In addition to the tasks assigned by the teacher, the volunteers began more and more to identify some things in which they could take the initiative, and in addition, made a number of special or unique contributions to the classroom. For example, on days when class parties were to be held, it was not unusual for the parents to make special preparations at home in advance of the party.

The involvement of the regular corps of approximately twenty-five parents continued on a regular basis throughout the fall, winter and spring terms. Even during the last weeks of the year there seemed to be no significant reduction in the amount of volunteer involvement.

During the maintenance phase it was noticed that some of the volunteers had remarkably high commitment and ability. The qualities enabled us to involve them in adding unique curriculum content to the experience of the Grade 1 pupils. For example, one parent, working with small groups of pupils and following instructions, demonstrations, and lesson outlines from officers of the Centre, taught such skills as classification, putting objects and events in order, identifying variables in simple experiements, using symbols to express ideas or objects, and improving questioning skills. It was observed that some volunteers quickly become high skilled tutors when assigned specific tasks to perform with small groups of pupils. In particular they proved adept at revising questioning in reaction to pupils' difficulties, and in inventing or discovering interesting forms of motivation and encouragement.

EVALUATION PHASE

Because of the radical changes in the teaching role which are inherent in the Victoria project, particular attention was placed on the evaluation of a complete range of pertinent factors. Each of these is discussed separately below.

1. Shift in Teacher Time

One major expected change was the reapportionment of teacher time so that a greater percentage was spent on the higher order teaching tasks of broad planning, specific planning, and initiating a concept, attitude or skill. There is little disagreement about the centrality of these functions to effective instruction. In fact, when teachers complain about the amount of time which they are required to spend on house-keeping tasks, it is the interference with higher order teacher functions which they decry.

That a major shift in teaching operations did, in fact, occur is readily apparent from the data in Tables 1 and 2. The reader is invited to compare the differences in the minutes and percentages of time spent in various functions by the teacher prior to and during the project. These observations are the accumulated recordings of three different observers using the same taxonomy and manual, and recorded during ten independent observation periods. When both the direction and the magnitude of the change in role are considered, it must be agreed that the difference is not just gratifying but dramatic as well. Observers in the classroom noted that the teacher was almost continuously involved in making decisions related to programs for particular pupils.

TABLE 1: Functions Performed by Teacher in Sessions Prior to Parent Assistance, Based on Independent Observations by two Observers, and Expressed in Minutes and Percentages of Total.

		Class Regular	Class Special	Group Regular	Group Special	Individual Regular	Individual Special	Total	Percent
1) Planning	a) Broad Planning								
	b) Specific Planning	9				7		16	5
2) Motivation	a) Broad Motivation	6				1		7	2
	b) Specific Motivation	5				2		7	2
3) Instruction Sequence	a) Lintiating a concept, attitude or skill	26		1		2		29	10
	b) Consolidating a new concept, attitude or skill	6		4		4		14	5
	c) Adding content to structure	21				20		41	14
	d) Consolidating content	43				9		52	18
4) Supervision	a) Active Supervision	53				4		57	19
	b) Passive Supervision	25						25	8
5) Technical	a) Skilled Technical	4						4	1
	b) Non-skilled Technical	11						11	4
6) Non-Technical		6						6	2
7) Evaluation & Remediation	a) Designing of Instruments								
	b) Administration of tests								
	c) Objective Marking	7						7	2
	d) Subjective Marking	4						4	1
	e) Interpretation of Scores								
	f) Diagnosis and Prescription								
	g) Remedial Teaching					15		15	5
8) Guidance and Support		2				3		5	2
9) Total		230		5		67		300	100

TABLE 2: Functions Performed by Teacher in Sessions when Volunteer Assistance was Used, Based on Ten Independent Observations by Three Observers, and Expressed in Minutes and Percentages of Total.

		Class Regular	Class Special	Group Regular	Group Special	Individual Regular	Individual Special	Total	Percent
1) Planning	a) Broad Planning	12						12	4
	b) Specific Planning	20				52		72	24
2) Motivation	a) Broad Motivation								
	b) Specific Motivation					12		12	4
3) Instruction Sequence	a) Initiating a concept, attitude or skill					122		122	41
	b) Consolidating a new concept, attitude or skill					16		16	5
	c) Adding content to structure					6		6	2
	d) Consolidating content					7		7	2
4) Supervision	a) Active Supervision	5						5	2
	b) Passive Supervision	4						4	1
5) Technical	a) Skilled Technical								
	b) Non-skilled Technical	2						2	1
6) Non-Technical		3						3	1
7) Evaluation & Remediation	a) Designing of instruments								
	b) Administration of tests								
	c) Objective Marking								
	d) Subjective Marking								
	e) Interpretation of scores								
	f) Diagnosis and Prescription					28		28	9
	g) Remedial teaching								
Guidance and Support						11		11	4
Total		46				254		300	100

It was the parent volunteer who performed the bulk of the other functions, which are also important, but perhaps less specialized in nature. This change is considered critical because of the potential for improved instructional effectiveness which it introduces.

2. Parents' Roles

The tasks performed by parent volunteers were also tabulated according to the Taxonomy of Teaching Functions which appears in the Appendix. A series of observations was made on several separate occasions throughout the duration of the project by three independent observers. The results were remarkably consistent. They are reported in Table 3. Parent Volunteers spent between 70 and 80% of their time consolidating new concepts, attitude or skill, and consolidating content. This is a major reorientation of classroom responsibilities. The question of whether this result has been a detriment in instructional effectiveness must, of course, be asked.

3. Parent Competencies

One major consideration must be the effectiveness with which parents carried out their tasks in the classroom. No formal measure was possible for this factor. However, two observers with long experience in teacher education were available to monitor parent volunteer performance. It is the considered opinion of both of these that three of the parents were extremely competent, the majority could be considered staisfactory, and that only two or three of the parents were relatively inadequate. Even for this latter group, however, other benefits to them as individuals and to their children appeared to compensate for their questionable contribution to the operation of the classroom.

TABLE 3: Functions Performed by Volunteers, Victoria Project, Based on Observations of 600 Minutes by Three Independent Observers, and expressed in Minutes and Percentages of Total.

		Class Regular	Class Special	Group Regular	Group Special	Individual Regular	Individual Special	Total	Percent
1) Planning	a) Broad Planning								
	b) Specific Planning								
2) Motivation	a) Broad Motivation								
	b) Specific Motivation								
3) Instruction Sequence	a) Initiating a concept, attitude or skill								
	b) Consolidating a new concept, attitude or skill					140		140	23
	c) Adding content to structure					62		62	10
	d) Consolidating content					315		315	53
4) Supervision	a) Active Supervision	41						41	7
	b) Passive Supervision								
5) Technical	a) Skilled Technical								
	b) Non-skilled Technical	22						22	4
6) Non-Technical		20						20	3
7) Evaluation and Remediation	a) Designing of instruments								
	b) Administration of tests								
	c) Objective Marking								
	d) Subjective Marking								
	e) Interpretation of scores								
	f) Diagnosis and Prescription								
	g) Remedial teaching								
8) Guidance and Support									
9) Total		83				517		600	100

An example of the highest level of competence, referred to earlier, is presented in the next section.

4. Innovative Curriculum Development

Because some of the parent volunteers were so very competent, it was possible to employ them in preliminary investigations of possible curriculum changes. The first step in such investigations was to work with individual pupils in assessing their reactions to certain situations. In these settings Niagara Centre personnel provided a model which could then be replicated by the volunteers with successive individual pupils. In these activities the parent volunteers (and one in particular) were utilized, partly as regular aides, and partly as para-professionals. This kind of activity could only be entrusted to the most highly competent individuals, of course. In a number of follow-up evaluations of pupil performance, the author found that the pupils given innovative curriculum instruction by the volunteer were able to apply the new learning to problems which they had not previously encountered, and also exhibited a high level of interest in doing so. Much of this interest may be accounted by the high "game" or "play" component in the method of the volunteer instructor.

5. Parent Attitudes

There were three sources of information concerning the attitudes of parents toward their participation in the school program: constant communication with parents throughout the term of the project; an attitude survey conducted at the end of the project; and a meeting open to all parents of the school at the end of the school year.

(a) Throughout the course of the project, Niagara Centre personnel and school personnel maintained close contact with the parent volunteers in order to monitor their reactions. From the beginning it was noted that issues were approached with frankness, including those involving both good and bad aspects of the project, and that this frank approach characterized all parties concerned. In general, parent attitude was positive. It was noted that a good spirit pervaded activities in the school. Parents commented that they felt part of the staff, that they appreciated participation at coffee sessions, and enjoyed working on a first-name basis with the teachers. They enjoyed the attention they received as individuals, and mentioned that they felt worthwhile in making their contribution to the school program. They enjoyed working in the school on a regular basis. The most frequent questions about the project came from volunteers whose youngsters were in classes other than the one in the project; these parents expressed approval, and wondered when the activity would be extended to their children's classrooms.

(b) Toward the end of the school year an attitude questionnaire was distributed to the parent volunteers. Early results indicate a highly favourable reaction, but not all subjects have responded at this time. Since the questionnaire was anonymous, and since it came at a time when some families were leaving on vacation, it is not surprising that all questionnaires had not been returned at the time of analysis.

(c) In late June, a general meeting of all parents of Victoria School was held specifically to discuss and evaluate the project. Observers were astounded to note that the question of the use of parent volunteers was not one which the parents chose to address. Instead, that issue was almost completely ignored by them whenever it was raised by school or Niagara Centre personnel except for the presentation of the data on pupil gains shown in Table 11. (As a matter of fact, even the dramatic gains demonstrated did not appear to surprise the parents to any great extent!) As far as the parents were concerned, their presence in the school had been completely accepted. Their attention at the meeting was focussed on other aspects of the school program with which they wished to deal. It is the feeling of observers at the meeting that the openness with which parents took part in the discussion is in marked contrast to the behavior of most parents at most school meetings. It well may be that this frankness was itself an outcome of the parent involvement program.

6. Pupil Gain

Eventually, every instructional innovation must be assessed with respect to its effect on pupil performance; this is the ultimate criterion. To provide data relating pupil gains to the use of parent assistance and the shift in teacher activity, the performance of the children in the classroom served by volunteer parents was compared with that of children in two control groups, one in the same school, and one in another school. The pupils had been assigned to these three classes on a non-selective basis. Table 4 lists the number of subjects per class together with the mean chronological age and the mean mental age for each group at the beginning and at the end of the project. It is noteworthy that the experimental class had both a lower initial chronological age and a lower initial mental age; so any pre-project advantage would appear to lie with the control group.

Since the evaluation was concerned with differences in pupils over an extended period of time, a pre-test — post-test design was employed. Individually administered tests were used because of the age of the pupils. The Peabody Picture Vocabulary Test (Form A) was used to assess mental age; the Peabody Individual Achievement Test

TABLE 4 Number of Pupils, and Mean Chronological and Mental Ages on Peabody Picture Vocabulary Test for Each Class, Pre-test and Post-test.

	N	PRE-TEST		POST-TEST	
		C.A.	M.A.	C.A.	M.A.
Experimental Class	22	74	79	82	96
(Same School) Control Class	25	76	85	82	97
Control Class (other school)	20	76	84	87*	95

*Variation in time of testing accounts for variation in chronological age.

(Form A) was used for the assessment of achievement in mathematics, reading vocabularly recognition, reading comprehension, spelling, and general information, as well as a total achievement score; the California Test of Personality was selected to assess the level of personal-emotional growth. These tests were administered under controlled conditions by experienced administrators from the Niagara Centre; every care was taken to obtain objective results. There is no reason to suspect any biases benefitting the experimental group more than the control classes.

The achievement test results for each of the three class groups are presented in a series of tables (Tables 5 to 11). In the graphs (Figures 1 to 6), the two control groups are combined, so more direct comparisons of experimental and control conditions are possible. In both cases, the attempt was made to take into account the strong relationship between mental age and achievement. To do so, the mean achievement scores were reported for three sub-groups within each class: the high mental age group, the middle mental age group, and the low mental age group in each case.

Comparisons of the achievement scores are most instructive. Examination of the pre-test results, (Figures 1 to 6) indicate no consistent advantage for the experimental group on any sub-test with the exception of reading comprehension (Figure 4) at the beginning of the project; and even here the difference is too small to be taken seriously. On total achievement score (Figure 1), the advantage clearly lies with the combined control subjects. The post-test scores offer a completely different picture, however.

In almost every comparison, the post-test performance by the experimental group exceeds that of the combined control subjects. One

TABLE 5 Mean Values of Peabody Individual Achievement Tests, Total Score for Three Mental Age Groups in Each Class, Pre-test and Post-test.

CLASS	M.A. GROUP	N	PRE-TEST		POST-TEST	
			M.A.	TOTAL	M.A.	TOTAL
Experimental	Low	7	68	78	83	129
	Mid	8	77	85	96	146
	High	7	93	94	108	142
Control (Same School)	Low	7	66	77	84	102
	Mid	11	82	88	91	121
	High	7	109	98	120	133
Control 2 (Other School)	Low	7	74	90	86	134
	Mid	6	83	97	88	148
	High	7	103	104	111	143

TABLE 6 Mean Values of Peabody Individual Achievement Test, Mathematics Subscore for Three Mental Age Groups in Each Class, Pre-test and Post-test.

CLASS	M.A. GROUP	N	PRE-TEST		POST-TEST	
			M.A.	MATH	M.A.	MATH
Experimental	low	7	68	17	83	27
	Mid	8	77	19	96	34
	High	7	93	20	108	32
Control 1 (Same School)	Low	7	66	17	84	23
	Mid	11	82	21	91	25
	High	7	109	23	120	29
Control 2 (Other School)	Low	7	74	20	86	27
	Mid	6	83	23	88	36
	High	7	103	25	111	38

TABLE 7 Mean Values of Peabody Individual Achievement Test, Reading Recognition for Three Mental Age Groups in Each Class, Pre-test and Post-test.

CLASS	M.A. GROUP	N	PRE-TEST		POST-TEST	
			M.A.	Recog.	M.A.	Recog.
Experimental	Low	7	68	15	83	27
	Mid	8	77	16	96	29
	High	7	93	18	108	28
Control 1	Low	7	66	14	84	23
	Mid	11	82	15	91	27
	High	7	109	16	120	26
Control 2 (Other School)	Low	7	74	17	86	28
	Mid	6	83	18	88	30
	High	7	103	16	111	26

TABLE 8 Mean Values of Peabody Individual Achievement Test, Reading Comprehension Subscore for Three Mental Age Groups in Each Class, Pre-test and Post-test.

CLASS	M.A. GROUP	N	PRE-TEST		POST-TEST	
			M.A.	Comp.	M.A.	Comp.
Experimental	Low	7	68	15	83	28
	Mid	8	77	16	96	31
	High	7	93	17	108	29
Control 1 (Same School)	Low	7	66	14	84	22
	Mid	11	82	15	91	24
	High	7	109	16	120	27
Control 2 (Other School)	Low	7	74	17	86	30
	Mid	6	83	17	88	27
	High	7	103	17	111	27

TABLE 9 Mean Values of Peabody Individual Achievement Test, Spelling Subscore for Three Mental Age Groups in Each Class, Pre-test and Post-test.

CLASS	M.A. GROUP	N	PRE-TEST		POST-TEST	
			M.A.	Spell.	M.A.	Spell.
Experimental	Low	7	68	17	83	30
	Mid	8	77	16	96	31
	High	7	93	19	108	29
Control 1 (Same School)	Low	7	66	17	84	21
	Mid	11	82	16	91	23
	High	7	109	17	120	24
Control 2 (Other School)	Low	7	74	18	86	27
	Mid	6	83	20	88	30
	High	7	103	20	111	27

TABLE 10 Mean Values of Peabody Individual Achievement Test, General Information Subscore for Three Mental Age Groups in Each Class, Pre-test and Post-test.

CLASS	M.A. GROUP	N	PRE-TEST		POST-TEST	
			M.A.	Info.	M.A.	Info.
Experimental	Low	7	68	14	83	17
	Mid	8	77	19	96	21
	High	7	93	21	108	27
Control 1 (Same School)	Low	7	66	15	84	15
	Mid	11	82	20	91	22
	High	7	109	26	120	28
Control 2 (Other School)	Low	7	74	18	86	22
	Mid	6	83	19	88	25
	High	7	103	26	111	26

TABLE 11 Mean Values of Grade Equivalent and Gain Scores on Peabody Individual Achievement Test, Pre-test and Post-test.

GROUP	MATH		RECOG.		COMP.		SPELL.		INFO.		TOTAL	
	SEPT.	JUNE	SEPT.	JUNE	SEPT.	JUNE	SEPT.	JUNE	SEPT.	JUNE	SEPT.	JUNE
Experimental	1.7	3.0	1.1	2.8	1.1	3.1	1.2	2.9	2.4	3.0	1.3	2.7
Gain	1.3		1.7		2.0		1.7		0.6		1.4	
Control 1	1.8	2.5	1.0	2.4	1.0	2.6	1.2	2.0	2.6	3.0	1.3	2.3
Gain	0.7		1.4		1.6		0.8		0.4		1.0	
Control 2	2.1	3.2	1.2	2.8	1.2	2.9	1.5	2.7	3.0	3.5	1.6	2.8
Gain	1.1		1.6		1.7		1.2		0.5		1.2	

Scores corrected for comparison at June, 1972.

TABLE 12 Mean Percentile Values of California Test of Personality Scores for Each Class, Pre-test and Post-test*.

CLASS	N	Personal Adjustment		Social Adjustment		Total	
		Pre	Post	Pre	Post	Pre	Post
Experimental	22	40	40	40	40	50	40
Control 1 (Same School)	24	60	50	60	60	60	60
Control 2 (Other School)	20	50	40	50	40	50	40

*Approximate values result from the use of the percentile conversion scale in the test manual.

exception to this statement is the mathematics achievement by the above average pupils (Figure 2). Reference to Table 6 indicates that the strong performance by pupils in the control group in the other school accounts for this reversal of the general trend. The only other remotely exceptional case is the reading vocabulary recognition sub-test comparison (Figure 3), wherein differences between the experimental and the control group are very small. Again, this would appear to reflect a strong showing by the control group in the other school (Table 7).

These minor anomolies do not detract from the overall result: the experimental group's mean achievement total pre-test score is inferior to that of the combined controlled subjects; but the post-test mean score for the experimental group exceeds the control group by a wide margin. To add to the significance of this finding, this statement is true for all three of the mental age groups isolated (Figure 1). Pupils in the experimental group made two years' progress in reading comprehension during the one year that the project was in operation, a gratifying result under any circumstances.

For a general picture of the comparative gains the reader is invited in particular to study Table 11. It should be noted that the class means are herein converted to grade equivalents. In the lower line for each group are shown the average gains in grade equivalents. In mathematics the experimental group shows a slight gain over the control groups. The dramatic gains are shown in the three elements of the language program, (the area, incidentally, in which the volunteer assistance was most concentrated). In all three elements the experimental group moved significantly ahead. The smallest gains, (actually less than a year in all groups) was in general information,

FIGURE 1 Mean Values for Total Scores on Peabody Individual Achievement Test for Three Mental Age Groups in the Experimental Class and the Combined Control Classes, Pre-test and Post-test.

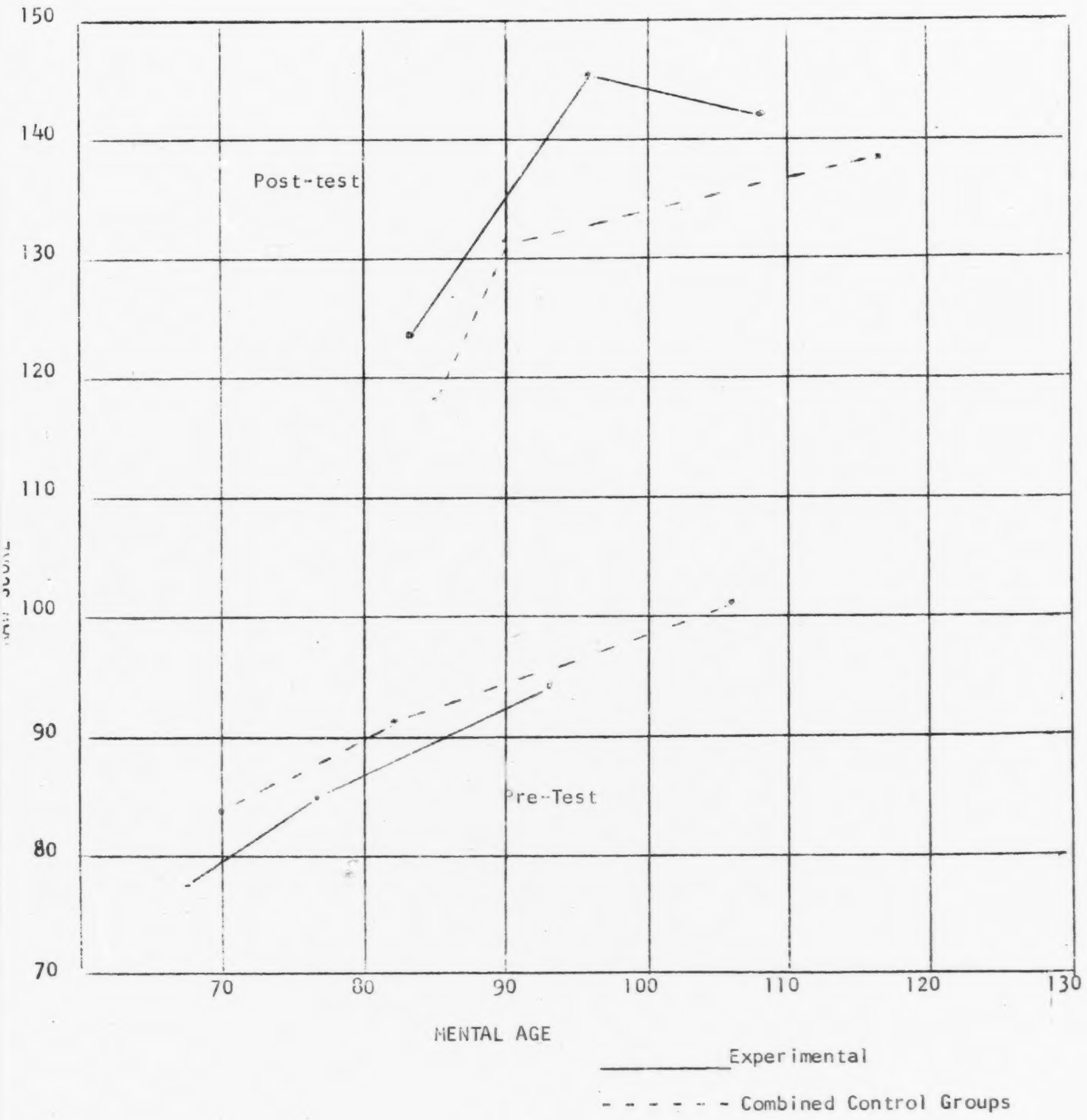


FIGURE 2 Mean Values for Peabody Individual Achievement Test, Mathematics Subscore for Three Mental Age Groups in the Experimental Class and the Combined Control Classes, Pre-test and Post-test.

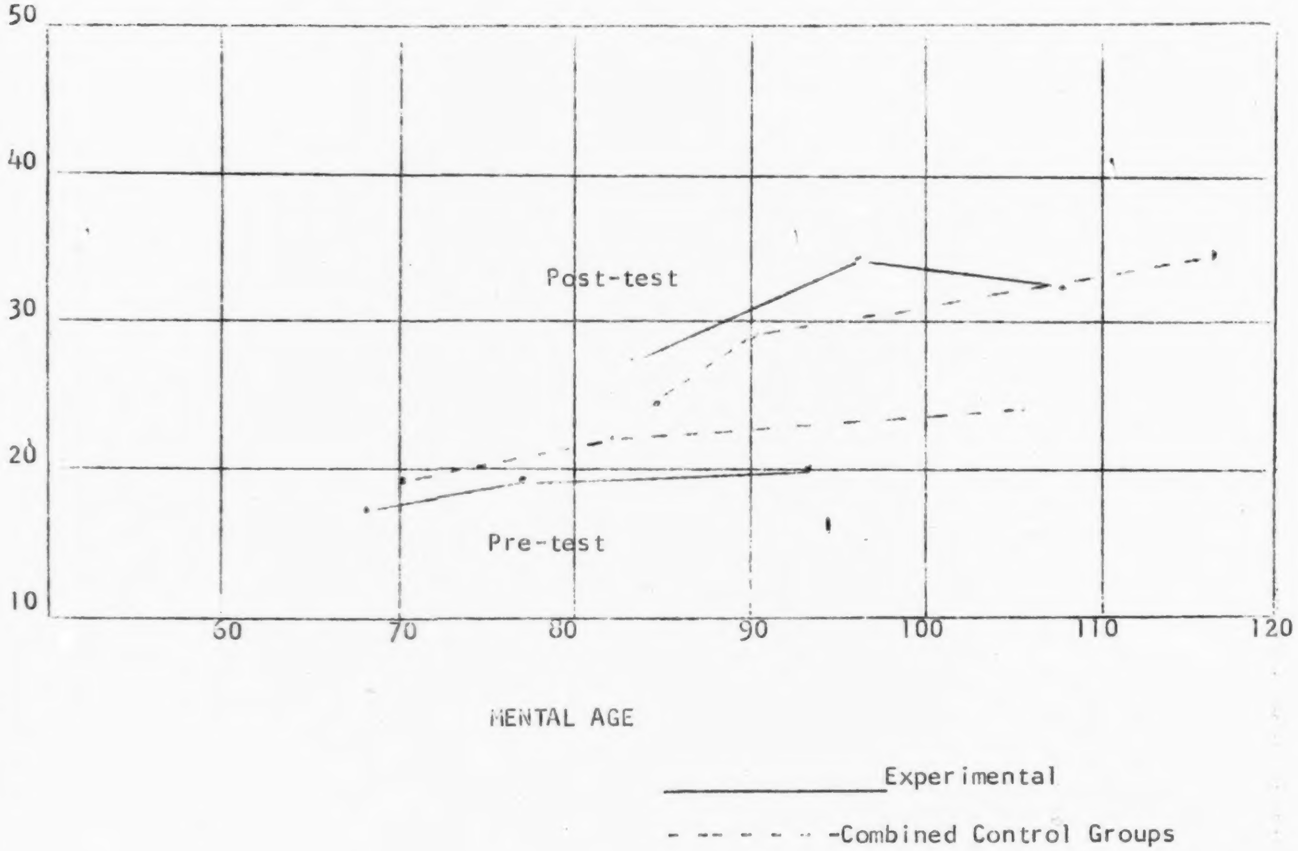
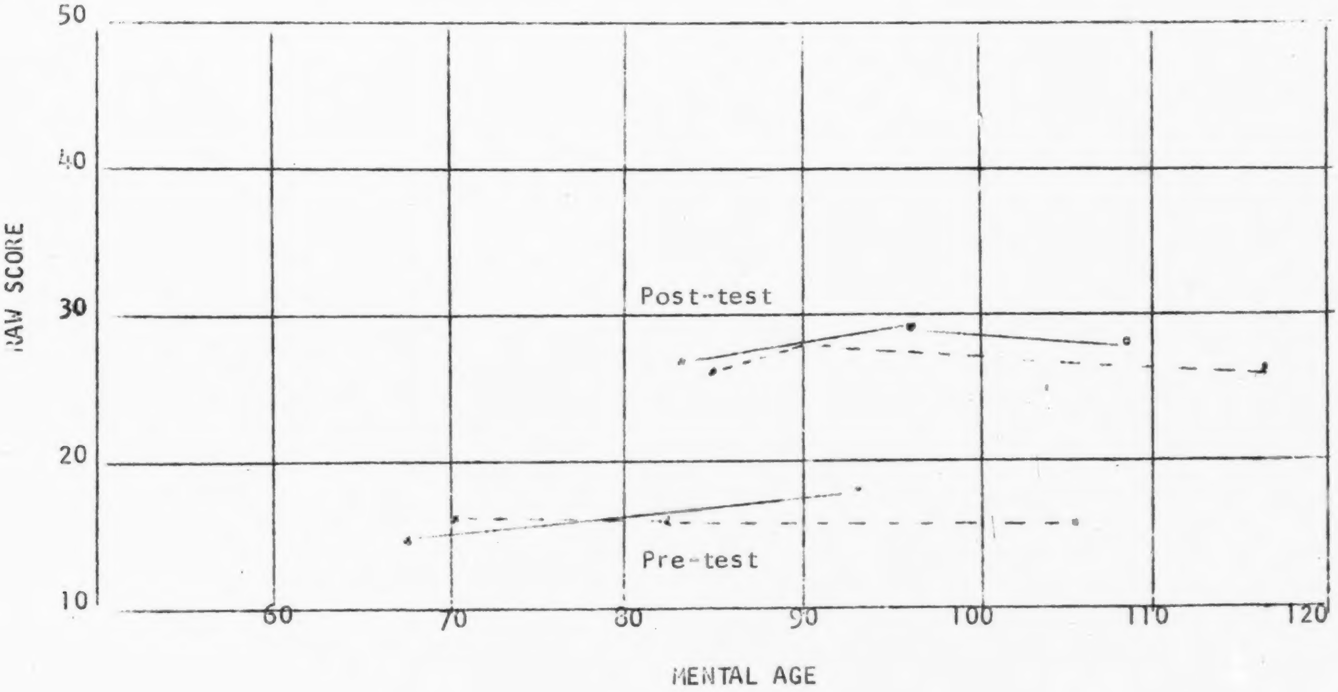


FIGURE 3 Mean Values for Peabody Individual Achievement Test, Reading Recognition for Three Mental Age Groups in the Experimental Class and the Combined Control Classes, Pre-test and Post-test.



———— Experimental

- - - - - - Combined Control Groups

FIGURE 4 Mean Values for Peabody Individual Achievement Test, Reading Comprehension Subscore for Three Mental Age Groups in the Experimental Class and the Combined Control Classes, Pre-test and Post-test.

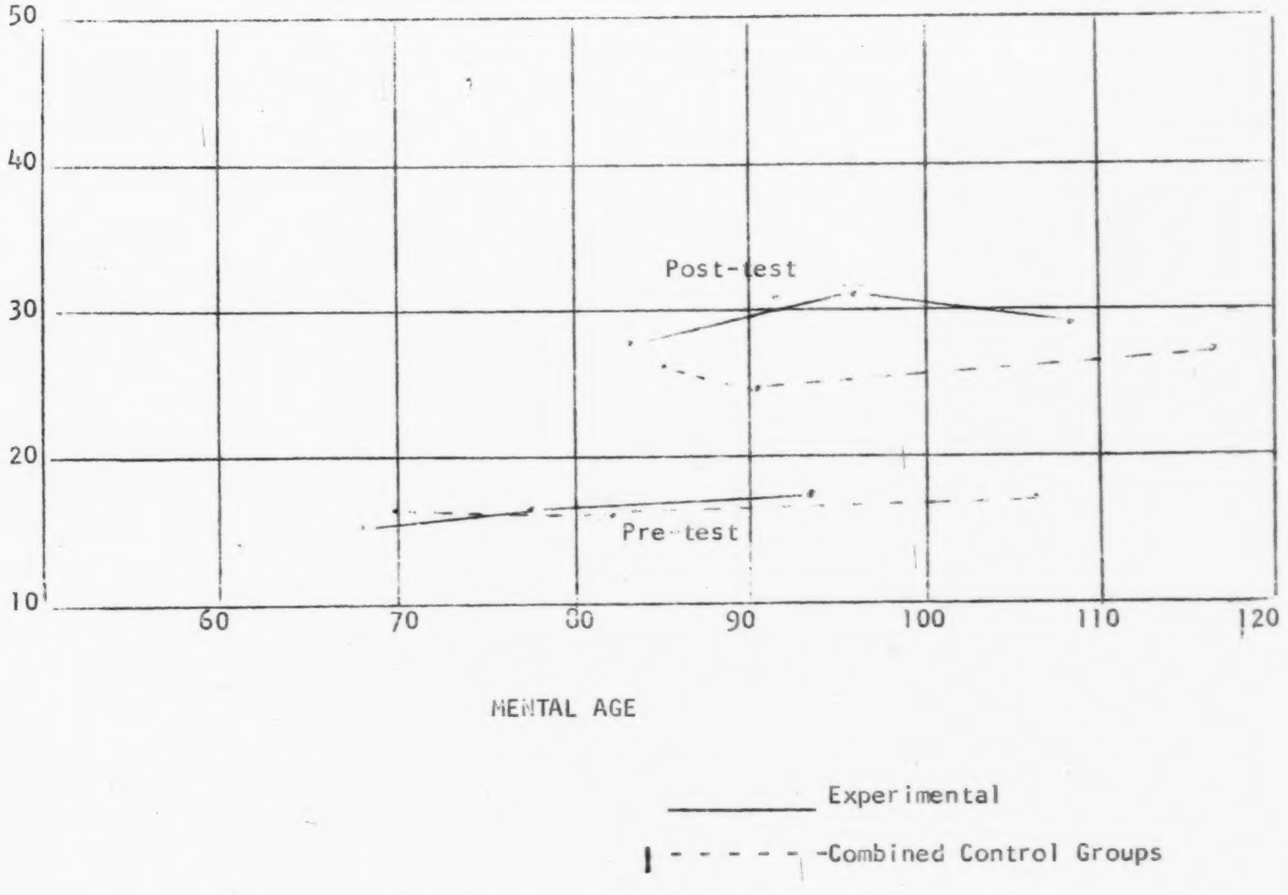


FIGURE 5 Mean Values for Peabody Individual Achievement Test, Spelling Subscore for Three Mental Age Groups in the Experimental Class and the Combined Control Classes, Pre-test and Post-test.

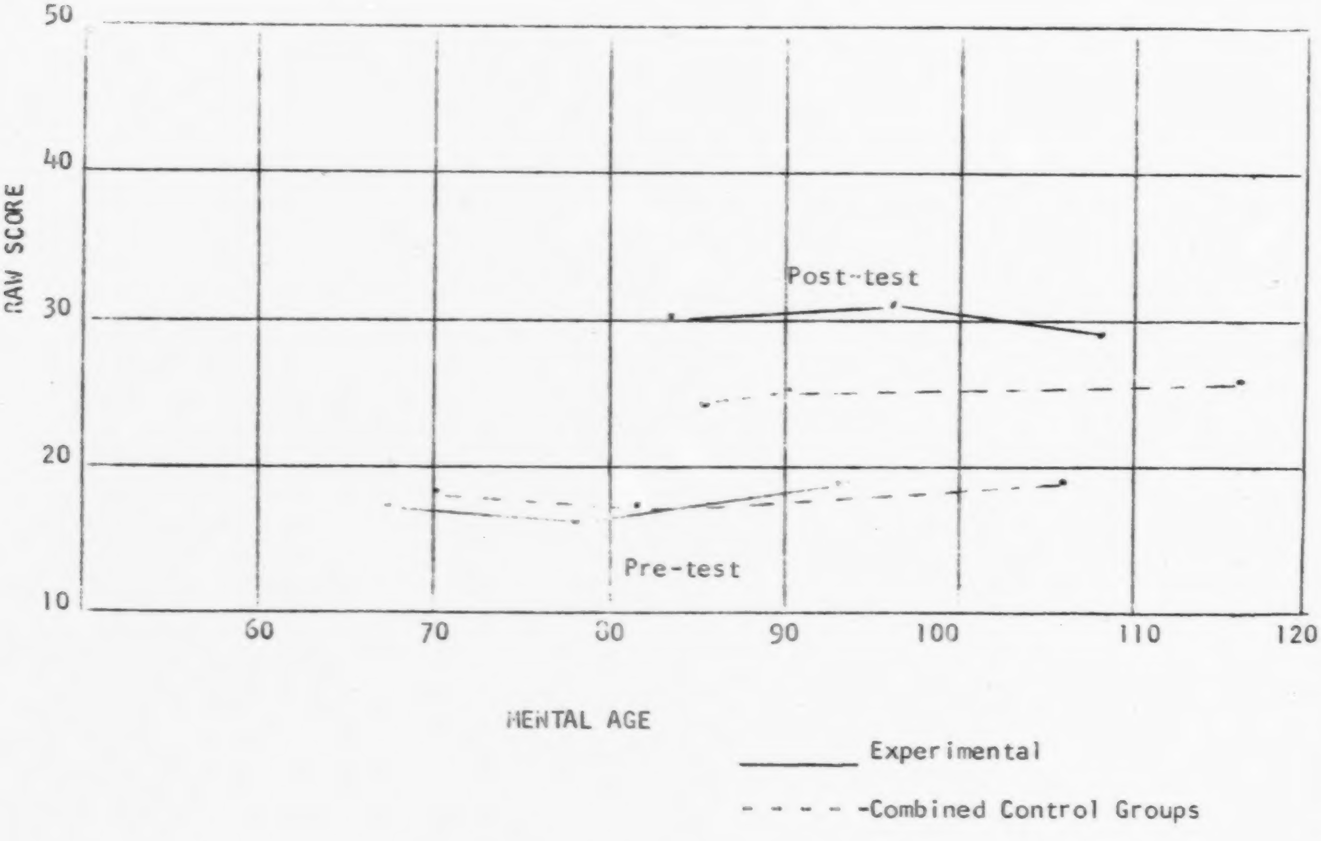
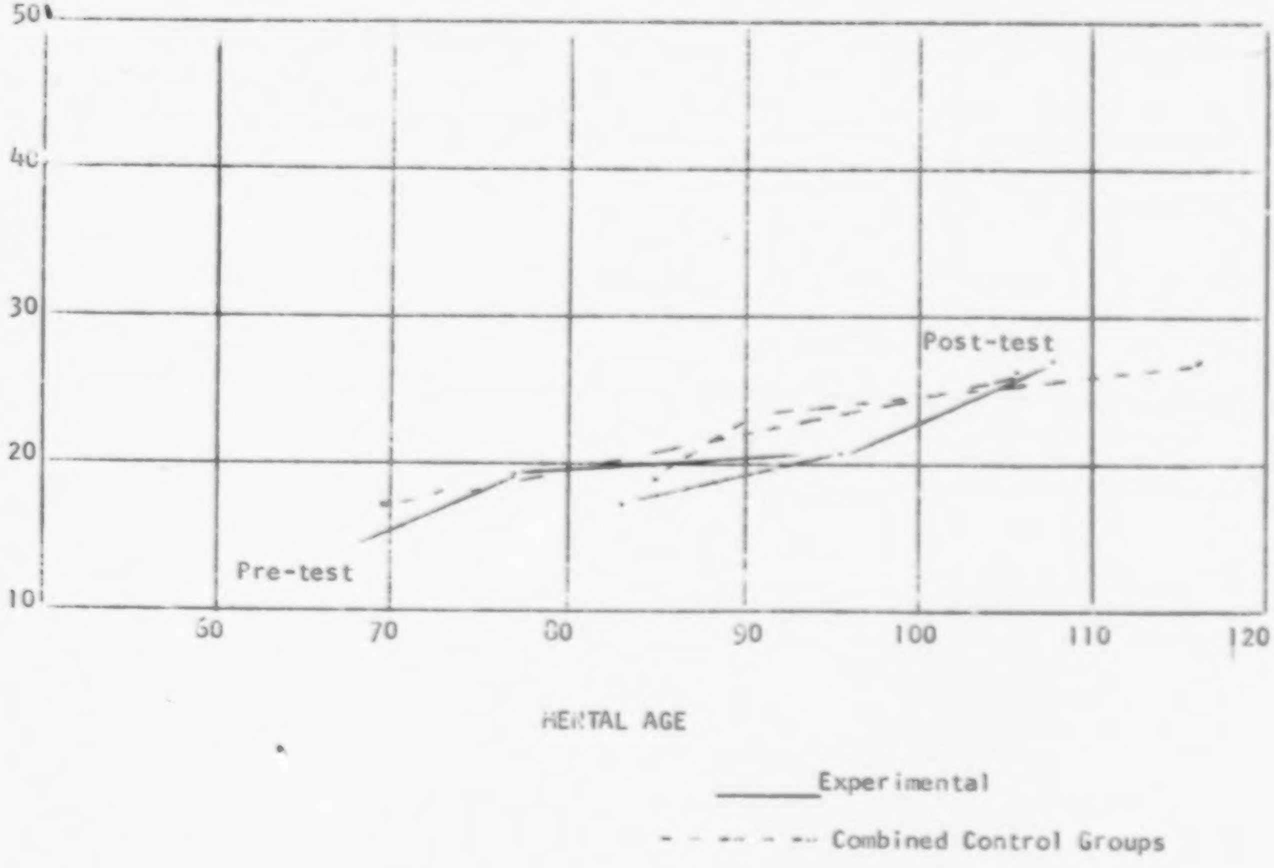


FIGURE 6 Mean Values for Peabody Individual Achievement Test, General Information Subscore for Three Mental Age Groups in the Experimental Class and the Combined Control Classes, Pre-test and Post-test.



the area least likely to reflect a school's instructional program. In summary, every aspect of this table shows advantages in the experimental group over the control groups.

The results of the California Test of Personality are displayed in Table 12. From these data, it would appear that this test lacks the sensitivity necessary for this situation, a reflection of the general state of the art of personality assessment.

A comparison of the gains of volunteer's children with those of the other pupils in the same experimental class showed positive, but slight gains in favor of the children of volunteers. While tempted to attribute this advantage directly to the presence of a parent in the classroom, the author suggests that other factors no doubt account in part for the differences. The most obvious of these is the greater and more effective instruction given at home. A number of the volunteers reported on the increase in home instruction. This may well be another important outcome of volunteer parental involvement, and may account for gains in other studies of parental attitudes in which such interventions may have been overlooked or ignored.

7. General School Effects

During the course of the Victoria project, the observers noted that increasing time and attention was devoted to curriculum development by the total staff of Victoria School. This was the result of several factors related to the project: the general curricular thrust of the activities in the experimental classroom; the presence of parents with a curricular orientation in the school, increased communication between school and parents, so parents could express their own curricular concerns; the presence and support of curricular specialists from the Niagara Centre; and planning leadership on the part of the school principal. By the end of the project, the school staff had formulated a series of proposed alterations involving the whole primary division for the succeeding year as indicated in the section that follows. While it is likely that changes would eventually have resulted in time in any case, the belief is inescapable that the Victoria Project acted as a catalyst and a stimulant, accelerating the rate of progress greatly. This fall-out benefit is highly pleasing to the personnel of the Niagara Centre, since it exemplifies some of the more wide-ranging effects of investigations in schools.

8 Teacher Reactions

In a structured questionnaire used to assess her own views of the project, the teacher identified important benefits to herself and her pupils. Major benefits cited were improved communication, improved attitudes, more individual attention, more pupils' feeling of success, new teaching insights, and more planning time. One unexpected benefit, as stated by the teacher, was that "You get to know the children better, particularly the average ones. In an ordinary classroom situation we tend to group by ability. We know the individual problems of the very slow children and the bright ones, but the majority of the class -- the average ones -- blur together and are often neglected or challenged too much or not enough." (Incidentally, the graphs above show the greatest relative gains by the middle group in this class, a finding which supports the argument presented by the teacher.)

The teacher commented on the ability and reliability of the volunteers. Her only negative comments were: (a) that sometimes a teacher simply likes to be left alone with her class (suggesting the need for some half-days without volunteers) and (b) the children whose parents are not involved must sometimes feel "left out" even though they may not say so.

The teacher concluded her report by stating, "I enjoyed the year immensely. I found it to be a very profitable and rewarding experience."

Extension Phase

At the beginning of the project the other teachers on the staff of Victoria School had little interest in the Parent Volunteer Program, at least as it applied to classrooms. It might even be stated that the rest of the staff were opposed to the volunteers serving directly in the classroom. During the year a gradual transition took place in the staff. The presence of volunteers in the school every day and during the coffee sessions in the staff room, along with the obvious impact the volunteers were having on the classroom in question, contributed to a gradual shift on the part of the staff toward an interest in and eventually a commitment toward volunteer assistance in some other classrooms. During the last three months of the school year we received numerous requests from other staff members for direct involvement of volunteers.

As a result of the growing interest in parental assistance in the classroom the author discussed with the staff a number of possible extensions for the next year. After a number of discussions centring mainly on teachers' own feelings of security about other adults in the classroom, a tentative decision was made to explore the possibility of using volunteers to assist the entire primary section of the school to individualize the program. The precise organizational pattern through which this will be done is still in question. However, it appears that the staff is prepared to identify the stage of development of every child and then group the children in keeping with readiness rather than on the basis of age, grade, or some other more heterogeneous factor. They also appear ready to put an ongoing evaluation plan into operation so that each youngster will be looked at periodically with respect to his proper placement. Naturally the new plan of organization will call for extra teacher planning time, and it is partly to meet this need that the parent volunteer program will be revised. In addition, the kind of parent volunteer help given in the project classroom during the past year will be continued. Thus, it appears that in the extension of the program an entire department of the school will apply some of the elements that developed this year. It is expected that the volunteers will perform two broad kinds of service: (i) the consolidation of new learning while working with individual students, and, (ii) supervision of classes to enable teachers to have more planning time.

It is expected that the extension phase at Victoria School will become itself a major study of the Niagara Centre. This will enable us to monitor the transfer of the program from the one classroom to a division of the school. It is probable that at least one program consultant from the Regional Office as well as a consultant from the County Office will be identified with the school next year. These two persons will be able, not only to assist the staff in the organization of their plans, but also to disseminate any worthwhile results coming out of it.

Implications, Replication and Dissemination

The evaluation of this project was carefully conducted and fairly comprehensive. It started at the beginning of the project, was maintained through careful documentation, and was the major activity of the Centre in the final stages of the study. In addition, the pupil gain was compared with that of two control groups.

The care with which the evaluation was conducted, coupled with the very large gains shown in the results, dictates that serious attention be given to this study. It should be noted that three additional characteristics of the evaluation support this contention. (i) The results were fairly consistent, with no major anomalies noted. (ii) The evaluation included both subjective and objective measures, including observations in keeping with a well established taxonomy and the use of well established tests. (iii) The greatest gains were in those areas in which the greatest amount of parental involvement occurred, and the least gains were in those areas in which the school and particularly the parental involvement program would be expected to have the least impact.

The study showed then that with the use of parent volunteers, a radical change can take place in primary classrooms. These changes involve not only dramatic gains in pupil performance, but also the transfer in teacher's time allocations documented in the study. While the study shows that these kinds of changes can take place, a research study is incapable of indicating whether such changes should take place. Therefore, in assessing the implications of this study the educator must determine whether this is the direction in which we wish to go, that is, whether we should provide opportunities for teachers to specialize more highly in the truly professional functions of a teacher, and whether we should try to give pupils this amount of individual help so that they are constantly working at or close to their readiness level.

Because the study occupied only one year it is impossible to state whether the kind of growth demonstrated by the pupils in this classroom will continue on the same curve, with or without concentrated attention to their individual needs. It could be argued that these youngsters have merely spurted ahead of their peers, and will continue to perform only at higher plateau levels. The author predicts that this will happen unless they are involved in a further plan to provide them with individual attention. One can only speculate about the kind of long-term growth pattern of children if the kind of concentrated attention to their needs shown in this project could be continued.

This project was entitled A Radical Proposal. In view of the amount of pupil-gain demonstrated, and the demonstrated shift in teacher performance, it is difficult not to regard this as one aspect of a blue-print for transforming the work of both pupils and teachers at the primary level. The question of whether such radical transformation should take place is not a research question but is in the area of philosophic and political discussion.

It is not expected that all teachers will be able to, or will be interested in, making the kind of transformation of their own roles demonstrated in this project. At the same time, if teachers continue to request that more of the time be allocated to the high level professional functions, and if our society continues to promote the idea of meeting individual interests and needs, then a project of this kind is one alternative to meeting these conditions. The teacher in this study entered the project with an interest in or commitment to the use of volunteers. The large amount of support that she received no doubt stimulated her to perform at a higher level than would be typical of teachers without the same amount of direct support. At the same time the fact that the teacher was able to transfer such large amounts of time to high level functions, and that the volunteer corps were able to assist her in the ways indicated and thereby help the teacher to produce the kinds of gains shown in the evaluation, suggests that many other teachers could no doubt also make similar transfers.

The nature of special assistance to the teacher needs to be analyzed in considering the replication of the study. The outside assistance was of three general kinds. (i) The presence of the project team no doubt gave the teacher a feeling of worth and security that might be difficult to replicate without external leadership. At the same time there are a great many teachers who are already both able and secure and would be able to apply what has been learned in this study to their own classrooms without excessive feelings of insecurity. This implies for many other teachers the need to be given encouragement and security to experiment without their having to write a prior guarantee of success before commencing a project. The fact that we were supporting the teacher, and that the objectives of the program were clear to all concerned, appear to be advantageous, at least to the teacher. (ii) The second kind of assistance was in managing the pool of volunteers. In this situation it required a reasonable amount of activity because of problems associated with a downtown area. If an activity of this kind were considered to be important to a school, no doubt a certain amount of attention could be provided to maintaining the pool, either by a highly competent volunteer or by the principal or secretary of the school. In another school in which the author has been working one of the teachers accepts the responsibility for the maintenance of the pool. (iii) The third kind of assistance to the teacher undoubtedly required a measure of outside supportive leadership. It was a major undertaking for this teacher, and no doubt, would be for most other teachers, to analyze and put into practice the transfer of functions that is documented in the study. For the teacher who performs single-handedly all the functions of the classroom to be asked not only to involve other adults in the classroom but also to hand over to them almost the entire operation of certain functions, while retaining only a small number of highly critical functions, may be difficult and will almost certainly require considerable external assistance. At the same time, the leadership that would enable teachers to do this is available in this province. This could be an important in-service function of program consultants and particularly the staffs of teacher education faculties and colleges. This is not as massive an undertaking as might be imagined, because only the initial training of the teacher in this matter may be required. Once the teacher learns how to do long term planning, to identify stages of readiness, and to organize the classroom differently, he or she can continue to enlarge gradually the amount of the time given to these critical functions. No doubt strategies such as the use of the pupil progress book will be invented by other teachers or leaders as attempts are made to reorganize teachers' functions.

It cannot be expected that the dissemination of a written report of this project will produce a dramatic change in most teachers who read it. At the same time, many teachers will recognize in the outcomes of the project some of the objectives and needs that concern them. Two of these are of a general concern to teachers: greater time for professional functions, and improved pupil growth. Therefore, a study of this kind, if widely disseminated, should invoke in many teachers the desire to explore the possibilities of shifting time from low-level to high-level functions. The use of volunteers in enabling teachers to do this has now been well documented, not only in this study but in the background study of the implementation of the general model.

For teachers to make this kind of transfer, however, requires at least two conditions. As stated above, teachers are not likely to make this dramatic innovative change without some feeling of support. Those in charge of developing policy in a system or in charge of evaluating teachers must support this kind of transfer if there is to be any hope that teachers will perform differently. Unless evaluation is made in keeping with the important functions of teachers and of the actual gains made by pupils, teachers are likely to continue to operate in keeping with inaccurate perceptions of the expectation of the evaluator. Secondly, a measure of assistance will be required from leaders. If program consultants and local consultants are prepared to promote the use of volunteer assistance they may wish to give assistance not only to implement a general model but also to help teachers meet higher level and long-term needs in the classroom.

The traditional methods of disseminating research findings usually have not been very effective. If those in charge of giving the highest level of leadership to educational innovation and change in this province believe that the objective evaluation of this project has important implications for even a small fraction of other classrooms, some deliberate plan should be implemented to ensure that the Ministry's position on this topic is known to its delivery team, who in turn, should be encouraged to implement or modify the plan in various parts of the province. While the Niagara Centre, in cooperation with local and regional consultants may be able to provide much of the leadership in this region for disseminating these findings if the Ministry believes that they are significant, it is impossible for the team of one Centre or region to extend this service to the entire province. The author believes that the study, while obviously limited in scope, having been implemented in one classroom, nevertheless has demonstrated changes dramatic enough to merit further serious study and development.

APPENDIX

1. General Model
2. Some Suggested Tasks for Volunteer Parents
3. Some Special Ideas
4. Sample Recruitment Letter
5. Recruitment Questionnaire
6. Objectives, Advantages and Potential Outcomes of Parent Volunteer Programs
7. General Bibliography
8. Selected and Annotated Bibliography
9. Taxonomy: Classroom Observation Schedule
10. Manual for Categorizing Functions
11. Volunteer Talent Bureau Questionnaire
12. Ministry of Education - Bill 128 Ammendment - Schools Administration Act
13. Teachers' Federation Board of Governor's Approval of Parent Volunteers.
14. Halton County Board of Education - Student Volunteer Anecdotal Interview Form.
15. Halton County Board of Education - Teacher Anecdotal Interview Form: Re Volunteers
16. Volunteer Assistance in Schools: Help Or Hindrance? March, 1973.
17. Parent Involvement at a Small Neighbourhood School, September, 1973.

VOLUNTEER PARENTAL ASSISTANCE PROJECT

H. G. Hedges

Niagara Centre, The Ontario Institute for Studies in Education

AN OPERATIONAL MODEL

The operational model for developing and implementing a program of volunteer parental assistance in elementary schools is presented as a comprehensive plan which can be applied or modified to meet the conditions and needs of any elementary school that wishes to formulate a systematic volunteer program. The model has been implemented successfully in a number of schools with minor modifications.

Because any plan reflects certain objectives, the major goals of the present model should be identified. They are the enhancing of pupil achievement as an outcome of improved parental attitudes; improved home-school communication; significant additional help in the classroom; and the improvement of parents' "Teaching" skills.

It will be noted that the phases, and steps and sub-steps of the model are in chronological order. Also mentioned are proposed materials at points where they apply. The initials S, P, T, and V refer to the groups or persons who bear the main responsibility for initiating and/or implementing the step, namely: Staff, i.e., principal and teachers (S); Principal (P); Teachers (T); and Volunteers (V).

. . . .

OUTLINE OF THE MODEL

PREPARATION PHASE

1. Analysis of readiness (P)
2. Identification of the major needs of the school (S)
3. Identification of alternative solutions, including volunteer assistance (S)
4. Discussion of potential of volunteer program
    - --study information concerning existing practises (S)
    - --add books, manuals to professional library (S)
      (see bibliography in appendix)
    - --visit established programs (optional) (S)
    - --gather information concerning objectives (S)
      (see objectives list in appendix)
5. Decision to proceed with plan (S)
    - --reach general commitment
    - --identify participating staff members (S)
6. Agreement on objectives of program
    - --set up an order of priority of major objecties (S)
7. Identification of guidelines for long-range evaluation of program (S)
8. Preparation of list of initial tasks for volunteers (S)
   (see initial task lists in appendix)

RECRUITMENT PHASE

1. General information meeting with parents (optional) (S)
    - --involve existing parent organization (optional) (S)
2. Decisions on recruitment policies (S)
    - --test policies against objectives
    - --decide on general types or pools of volunteer service (regular, on-call, talent bureau) (S)
3. Preparation of recruitment letter with attached questionnaire (P)
   (see sample letter and questionnaire in appendix)
4. Organization of files of volunteers in each pool (P)
5. Evaluation of recruitment procedures (P)
    - --publish list of volunteers to staff
    - --assess success of procedure (S)
    - --plan, if necessary, to enlarge initial pool by alternate recruiting procedure, e.g., telephone, interview, or home visit (P)

INDUCTION PHASE

1. Initial meeting with volunteers
    - --explain objectives, advantages of plan (S)
    - --outline general procedures (P)
    - --answer major concerns of parents (S)
    - --discuss policies concerning assignment, responsibility, confidentiality, attendance procedures, etc. (P)
2. Assignment (or selection) of volunteers for each teacher or team (S)
3. Preparation of pupils for volunteer participation
    - --establish role and responsibility of volunteers (T)
    - --clarify discipline and procedures (T)
4. Preliminary visit(s) of volunteers to assigned areas (T,V)
    - --discuss program, organization, supplies, etc. (T)
    - --assign and discuss initial tasks (T)
    - --discuss mutual concerns (T,V)
5. Initial volunteer service
    - --supervise volunteer tasks (T)
    - --set up procedures for openness of communication (T,V)
    - --assess volunteer's activities (T,V)
    - --repeat, alter, or add assignments (T)
    - --provide training for tasks where necessary (S)
6. Information to authorities and public concerning initial phase of program (P)

MAINTENANCE PHASE

1. Subsequent regular participation by scheduled volunteers (V)
2. Procedures for "promoting" volunteers to more demanding tasks
    - --assess ability and reliability of volunteer and needs of the classroom (T)
    - --determine and reflect interests of volunteer (T)
    - --maintain open communication (T,V)

3. Planning of informal training sessions as required to carry out specific roles (remedial, audio-visual, library procedures, etc.) (S)

4. Procedures for dealing with major difficulties

   --maintain frank discussion of concerns and revise tasks as required (T)

   --re-assign certain volunteers after consultation with staff (P)

   --recruit from on-call corps to fill in for emergency absenteeism (P,T)

5. Procedures for involving "on call" pool (a) as replacements; (b) for special periodic needs (P)

6. Procedures for classifying resources of "talent bureau" and making information available to staff (P)

   --plan general procedures for contact with resource volunteers (S)

   --consider use of a volunteer for contacts (S)

7. Attention to staff requests for additional regular assistance
   --conduct second "wave" of recruitment (P)
   --explore possibility of volunteers as recruiters (P)
   --assess possible transfer from other pools to regular pool (P)

EVALUATION PHASE

1. Development of evaluation procedures

   --reaffirm priority of objectives (S)

   --analyse effectiveness of daily evaluation and communication (S)

   --identify main criticisms and weaknesses (S)

2. Meeting of principal (or staff) and volunteers after initial implementation

   --establish a purpose and suitable interval after initial meeting (P)

   --explore informally expressed attitudes and outcomes from parents' point of view (S,V)

   --discuss criticisms, suggestions, and questions from volunteers (S,V)

3. Assessment of outcomes of above meetings, and modification of procedures as merited (S)

4. Formal evaluation in keeping with priority of objectives (6 - 10 months)
   - - assess attitudes of parents, teachers, pupils (S)

   - - assess effectiveness of volunteer service on extension of help to teachers (S)

   - - measure changes in teacher activity, i.e., time spent in various functions (see taxonomy, observation schedule, and manual) (T)
   - - measure changes in amount of time spent by adults with individual pupils (T)
   - - measure changes in amount of time pupils spend in major activities, e.g., oral reading (T)

   - - assess effects of program on pupil performance (S)

5. Evaluation of the model (S)

EXTENSION PHASE

1. Revision of model in light of evaluation (P)

2. Analysis of need for special forms of coordination of program
   - - assess additional administrative load (P)
   - - consider relationship to existing parent groups (S)
   - - consider use of one or more volunteers as coordinators (S)
   - - assign specific coordination roles to staff (S)

3. Addition of subsequent groups of volunteers
   - - assess need for additional help (S)
   - - assess use made of on-call and "talent bureau" pools (S)
   - - record other major changes (S)

4. Procedures for transferring certain learning activities to homes (optional)
   - - organize group training sessions (S)

   - - prepare or provide parents' manual (S)

   - - hold problem sessions (S)

   - - involve parents in evaluation of their work (S)

5. Extension of model to meet broader or more specific needs
   - - assess potential for special education, individualized instruction, supervision to permit staff time for curriculum development, etc. (S)
6. Policies and procedures concerning visitors (teachers and others) wishing to observe the program. (S)

7. Development of basic organizational structure needed to maintain program into new school year without "re-starting" the model (S)

8. Consideration of formal recognition of volunteers' service (S)

9. Preparation of year-end report to board of education, press, parents and the community (S)

    --consider value of having an oral report made to board by a committee (principal, teacher, volunteer parent) (S)

    --invite press to observe and describe program (P)

    --document major aspects of program for school records, to include samples of forms, materials, and letters used during the introductory year (P)

VOLUNTEER PARENTS' ASSISTANCE PROJECT

H. G. HEDGES

NIAGARA CENTRE, THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

Some Suggested Tasks for Volunteer Parents

Note: This list is not complete. We would appreciate your contributions to the list. The tasks listed are not equally applicable to all grade levels. Many of these tasks would not be initial tasks for the volunteer, but rather would be ones that volunteers could be assigned as they demonstrate ability and reliability.

Clerical

Collecting lunch and milk money

Requisitioning supplies

Keeping attendance records

Filing reports

Writing for free materials

Maintaining pupils' cumulative records

Entering marks in record books

Averaging marks

Entering marks on report cards

Keeping records of books pupils have read

Keeping inventory of equipment and supplies

Preparing seating plans

Preparing library cards

Typing, duplicating stencils, etc.

Typing children's stories

Typing, duplicating class newspaper

Typing, duplicating school open letter to parents

Duplicating scripts for plays, etc.

Maintaining a file of representative work of each pupil

Filing resource materials for each unit

Setting up parent-teacher interviews

Classroom Maintenance and Administration

Supervising seatwork

Supervising work areas

Mixing paints, etc.

Assisting with art aprons, drop cloths, etc.

Arranging instructional materials for lessons

Distributing, collecting, washing, storing equipment

Supervising clean-up time.

Assisting with coats, overshoes, etc.

Keeping bulletin boards neat and current

Maintaining general housekeeping of room

Assisting with blackboard care

Writing assignments on blackboard

Preparing kindergarten refreshments

Arranging interesting study areas, such as reading area, science corner, etc.

General Non-Instructional

Assembling related supplementary books

Selecting films, filmstrips for lessons

Assembling, selecting pictures for lessons

Proofreading class newspaper, etc.

Collecting test papers, projects, homework, etc.

Assembling resource collections, indexing and storing, e.g. artifacts,minerals, leaf prints, maps, etc.

Organizing a master picture file

Orangizing a 35 mm filmslide file

Organizing filmstrips into an integrated collection, catalogue and card file.

Obtaining specific materials for science, social studies lessons

General supervision of classroom at specific times

Supervising indoor games (breaks, rainy days, etc.)

Checking library books in and out

Helping pupils select library books

Making arrangements for special speakers

Supervising instructional games (e.g. math games)

Displaying pupil work in various ways

Performing routine health tasks-measuring and recording height, weight, routine eye chart

Administering routine first-aid

Attending sick or injured pupil

Telephoning re sick pupil; taking child home when necessary

Accompanying injured child to doctor, home or hospital

Telephoning re absentees

Telephoning, if necessary, to verify notes re pupil leaving early, etc.

Supervise club meetings

Assisting or supervising special pupil committees (constructing, rehearsing, experimenting, etc.)

Helping pupils settle quarrels, disputes

Helping in organization,rehearsal, etc. of programs, assemblies, etc.

Setting up special exhibits in classroom or school

Supervise individual study carrels

Monitoring study hall

Caring for pre-school children during teacher-parent conferences, etc.

Helping supervise field trips

Assisting with special 'errands'

Supervising tests.

Audio-Visual Assistance

Ordering, rewinding, returning films etc.

Reproducing sound tapes

Setting up and removing AV equipment

Operating projectors

Organizing, instructing pupils as AV operators

Preparing overhead projectuals

Previewing films, filmstrips

Preparing brief introductions as background for viewing

Maintaining AV equipment (oiling, cleaning lens and gates, checking lamps, cords, etc. on regular schedule, such as once per month). Perhaps one qualified father would do this.

See also suggestions re master picture file, 35 mm slide file, and integrated filmstrip file and catalogue

Prepare catalogue of resource materials in school and special resources (persons and materials) in the community.

Instructional

Preparing objective tests, e.g. spelling lists, marking tests.

Preparing pupils' profiles

Checking homework

Checking record books using teacher criteria

Observing, describing specific behaviours

Preparing instructional materials--flash cards for mathematics and reading, cutouts, sewing cards, alphabet cards, drill card sets, transparencies, models, etc.

Collecting, organizing, arranging displays to be used in lessons.

Teaching a group to play an instructional game (e.g. math game)

Preparing special learning material to meet individual needs or differences, e.g. special study guides, sample programs, taping, reading or math material for less or more advanced pupils, etc.

Teaching or re-teaching specific skills or concepts to special groups

Tutoring individual pupils

Helping individuals with work missed because of absence, etc.

Reviewing content, skill of previous lessons

Repeating parts of lessons for slower learners

Assisting pupils with specific learning tasks and recording in book or file for individual

Assisting with routine spelling, punctuation on request as pupils write stories or compositions.

Listening to pupils read orally; record difficulties

Instruct pupils in proper and safe use of tools and equipment

Teach etiquette, good manners, etc. to small groups

Listen to pupils read their own stories

Prepare special demonstrations in art, science, etc.

Provide musical accompaniment

Tell stories to groups or class

Assist in group discussions

Help pupils discover and select research and reference materials

Dictate spelling, number drill work, etc.

Supervise groups in laboratory work

Write assignments, etc. on blackboard

Drill individuals or groups with word, phrase, phonetic mathematics flash cards, identification cards, etc.

Prepare and present lesson or unit on an enrichment or special interest topic.

January 28, 1972.

Volunteer Parent's Assistance Project

H. G. Hedges - Niagara Centre, O.I.S.E.

Sample Recruitment Letter

Dear Parent:

The main purpose of this letter is to inform you of our plans to (establish, expand) (a, the) parent volunteer program at ____________________ school. As a staff we have made a study of existing programs for volunteer assistance in other schools and believe that such a plan would have many advantages in this school. Therefore, as a staff we have decided to explore the possibilities of a parental volunteer program in the school. We hope to establish a group of regular volunteers helping in the school on a half-day per week basis along with a body of general or part-time volunteers to assist at special events and to help out when a regular volunteer is unable to be present. We wish also to identify the special talents, hobbies, or interests of parents that might be shared to broaden and enrich our curriculum.

The volunteer parents in the classroom will not work solely in housekeeping or supportive roles, but will actually be assisting the teacher with some of the middle-level instructional tasks, such as story-telling, listening to pupils read, marking work, providing drill and review experiences, and other related duties.

The responsibility for the educational program in the classroom will remain that of the principal and the teacher, but with proper planning and organization the teacher will be able to spend more and more of his or her time on planning programs, providing individual opportunities for the youngsters to move along at their pace, organizing the classroom for the most efficient learning to take place with the help of volunteers, and diagnosing pupils' learning difficulties, so that suitable remedial instruction may be arranged for the learner.

With the above introduction to our plans for volunteer parental involvement this year, I would like to invite you to consider whether you would be willing, as a parent, to participate actively in our volunteer program. We hope to involve some fathers as well as mothers.

Past experience has shown that some parents are reluctant to volunteer because they believe that a high level of skills is required in a volunteer. We believe that enthusiastic volunteers should be accepted at the level of contribution that they are able to make and then provide them with opportunities and training to assist in the school and to improve their own skills in various areas. The assistance of parent volunteers in other schools in the province has led to improved understanding of school programs, a sharing of information about the learners, better attention to the needs of individual pupils, valuable assistance in meeting some of the objectives of the school program, and a better general level of communication between the school and the community that it serves.

Parent volunteers in other schools tell us that they like the opportunity to share in the school program, to watch the progress of individual pupils and to feel the satisfaction that comes from helping youngsters learn.

We hope that you will give serious consideration to serving as a volunteer in our school. One or more meetings with the volunteers will be held before parents are assigned to teachers or classrooms. Would you kindly complete and return the attached questionnaire by

______________________ .

Sincerely,

Principal.

QUESTIONNAIRE RE: PARENT VOLUNTEERS

1. Would you be willing to serve as a volunteer in ____________________ school on a regular or part-time basis?

Yes No

Comments:

2. Regular Assistance

(a) Would you be prepared to volunteer on a regular basis for approximately one-half day per week? ________________

(b) On what half-days would you be available as a regular volunteer?

First choice ____________________

Alternates ____________________

____

____

List any special experiences, talents or training that you believe might enable us to make best use of your volunteer assistance. Example, group leadership; filing; typing; music or art ability; dramatic or athletic competence; librarian or teacher, etc.

3. Part-time Volunteers

If you are not able to assist on a regular basis, would you be willing to serve "on call" when you are free to help, provided that advance notice is given?

Yes No

Comments:

NOTE: 1. You may volunteer as both a regular and part-time volunteer if time is available.

2. A meeting with volunteers will be arranged as soon as the lists are complete.

4. Other comments, or other contributions you would volunteer.

5. Questions or concerns that you would like us to consider.

Name: Address:

Phone No:

Children at ____(name of school)______

______________________________Grade__________

______________________________Grade__________

______________________________Grade__________

______________________________Grade__________

______________________________Grade__________

VOLUNTEER PARENTS' ASSISTANCE PROJECT

H. G. HEDGES

NIAGARA CENTRE, THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

OBJECTIVES, ADVANTAGES AND POTENTIAL OUTCOMES
OF
PARENT VOLUNTEER PROGRAMS

January 28, 1972.

VOLUNTEER PARENTS' ASSISTANCE PROJECT

H. G. Hedges

NIAGARA CENTRE, THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

OBJECTIVES, ADVANTAGES, AND POTENTIAL OUTCOMES

OF

PARENT VOLUNTEER PROGRAMS

In response to numerous requests for statements of objectives or advantages of volunteer programs, we have prepared this statement as a result of our study of the topic and our observations and experiences in Ontario. Because our activities have been mainly with parental volunteers, we propose in this document to confine our discussion to the objectives, advantages and potential outcomes of volunteer programs which involve parents. This is not to suggest either that other volunteers are less capable than parents, or that many of the advantages and objectives would not apply to these other volunteers. It is simply that our experience enables us to speak with conviction only about parental volunteer progrmas at this time. No doubt the reader from his own thinking on the subject and his own experience will be able to add to the list.

The particular order and weight that one gives to objectives of any program have an effect on the plans and operation of that program. For this reason, we have included at the top of our list of objectives those two or three which we believe are most important in developing such a program, and which are prominent in the models we have been developing and implementing.

1. Parents' Attitudes

The reader is invited to study the findings in the National Survey reported in the Plowden Report, which shows that parental attitudes account for more of the variation in pupil achievement than do either conditions of the school or characteristics of the home. The apparent importance of positive parental attitudes on pupil performance gives us cause to consider the ways of improving, altering, or enhancing parents' attitudes. Volunteer programs in schools appear to be one of the most effective means of influencing parents' attitudes toward the school.

2. Mutual Exchange of Important Information

Parents and teachers both have concern and responsibility for the development of pupils, and both have important information about the pupil. By improving communication between parents and teachers there exists the possibility that this important information will be more openly shared by both parties, with the potential effect of enhancing the pupil's learning experiences both at school and at home. A program in which parents learn to work comfortably in the school provides opportunities for more open and frank exchange of important information about learners.

3. Real Help in the School

Most principals and teachers state this as the prime objective of volunteer programs, and from the point of view of the professionals in the school this is a perfectly reasonable position. The apparent size of potential volunteer manpower pools in most school communities would make this objective seem a realistic one. Some of the special kinds of school service that volunteer helpers can provide are indicated in the following section.

(a) General Classroom Service

In numerous classrooms parents participate a half-day a week on a regular basis assisting the teacher with tasks performed under her direction. While initially most of the tasks would be regarded as supportive and supervisory in nature, the evidence is clear that volunteers also are able to perform many tasks at the lower instructional levels, as well as many tasks representative of most of the major functions generally performed by teachers. Our project has published lists of some of the dozens of specific tasks that volunteers commonly perform in classrooms.

(b) General School Help

In the early stages of the development of volunteer programs the main kinds of assistance were with general school needs such as typing and filing, assistance with library supervision, etc. These needs and opportunities continue to be met by volunteers in many schools.

(c) Special Talents

Among the volunteers are many who have special resources or special talents based on professional or other experiences. Many of these special talents can be shared with pupils either within the basic program of the school or through various kinds of optional programs.

(d) Individualizing Instruction

There exists a real possibility that the effective use of volunteers may enable schools to meet better their plans for matching programs to the needs, interests and abilities of individual learners. Observations indicate that youngsters get more individual assistance in volunteer programs than in the same classroom prior to the introduction of such programs.

(e) Special Education

Some of the most rewarding programs of volunteer work, both to the volunteer and to the school, are those in which volunteer assist individuals who have special learning problems. A greater attention to the selection of volunteers for such programs may be necessary than is necessary for typical classroom service activities.

(f) Curriculum Development

With an increasing focus on the local school as the basic unit for curriculum development, there is an accompanying need for more time for curriculum planning by school staffs. The potential for relieving staffs for curriculum planning for specific periods each week through an effective and well organized volunteer program should be further explored.

(g) Professional Development

The needs in a school for programs of professional development and for opportunities to experiment may be matched or met by effective programs whereby volunteers can take over some of the more routine functions of the classroom and thereby enable the teacher to spend more of his or her time on higher level and experimental activities.

4. Support for Innovations and Other Changes

The development of volunteer programs and the resulting improvement in the exchange of ideas between the school and the home should improve the understanding and acceptance of innovations in schools.

5. Identification of the Community as a Resource for Schools

Volunteers may be aware of resources, not only among themselves, but in the community more broadly, and may be agents whereby some of these resources can be mobilized for use in school programs.

6. Broadening School Programs

The addition of short optional school courses relating closely to pupils' interests may be provided with adequate competent talent bureau assistance by volunteers.

7. Positive Approach to Home Assistance with Learning Problems

A volunteer program in the school should enable the parent to intervene in his child's learning difficulties on a more positive or supportive basis than has sometimes been the custom in the past when the parent was not aware of the learning difficulty until a real problem was recognized. It seems sensible to involve the parent at times other than in the crisis situation of remediation of a failure on the part of the child or the program. An ongoing plan for parent participation in the child's learning would avoid such crises.

8. Enhancing Parents' Skills as Teachers

A parent involvement program in a school is based on a belief that parents are in fact "teachers", although neither certificated nor professional. The possibility of the school becoming more aware of the role of parents as teachers will, in turn, lead to the improvement of parents' skills as teachers. Many volunteers have stated that they have applied at home some of the things that they learned while in schools.

9. Bridging the Gap Between Home and School

The possibility exists in volunteer programs for ensuring that the home and the school are complementary phases in the lifelong process of learning. The school will stand less in isolation from the rest of the child's experiences if his parent is involved in the school.

10. Developing Interest in Pre-School Movements

As professional educators and the public become more and more concerned about the early childhood years in relation to subsequent formal education we may need to turn our attention more toward the possible roles that parents can play in preschool educational programs whether at home or in school.

11. Building a Stronger Base for Community Support - Financial and Other

It could be argued that in the long run the financial and philosophical support for schools will depend more on the feelings, beliefs, commitments and views of parents than of any other group in the community. Parent volunteer programs can reasonably be expected to enhance or support positive attitudes in this respect.

12. Closing the Generation Gap

Some authorities suggest that the so called generation gap exists from a lack of sharing of common tasks or common activities by parents and their children. The improved participation of parents in their youngsters' formal education should have some effect on closing this gap, at least to the extent that it is caused by a lack of mutual concerns or activities.

13. Providing Opportunities for Community Service

Anyone planning a volunteer program should consider the motivations of the volunteers as well as the needs of the school. Some of the most commonly expressed feelings of volunteers relate to the intrinsic satisfaction they derive from providing important worthwhile service to others.

14. Enhancing the Human Touch in the School

Some schools that use volunteers in their program state that such participation enables the school to consider to a higher degree the particular interests and needs of youngsters and also provides more opportunities for youngsters to talk to an interested adult than would exist without such volunteer assistance in the school.

A Final Point of View

The purpose of volunteer programs have nothing to do with altering pupil-teacher ratios or providing a "cheap" education. They are intended to improve education, in the short run by adding human resources to the classroom, and in the long run by enhancing parents' attitudes and skills. In both phases the pupil is the one who gains most; however, in a successful volunteer program the volunteer receives recognition and satisfaction to compensate for service rendered. Unless a program recognizes and to some degree satisfies the motivations of volunteers, it is unlikely that they will continue to donate their services.

VOLUNTEER PARENTS' ASSISTANCE PROJECT

H. G. HEDGES

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

NIAGARA CENTRE

1972

A General Bibliography

This bibliography includes books, manuals, and reports, as well as periodical articles on the subject. The longer references usually contain information on developing a volunteer program, while shorter articles generally discuss objectives and activities. If the reader wishes to refer to only a few selected works, we suggest the use of our supplementary Selected and Annotated Bibliography on the topic.

Allen, James E. Jr., The Right to Read: The Role of the Volunteer. Washington, D.C. : Washington Technical Institute, 1970. Pp. 10.

Badger, Earladeen D. Mothers' Training Program : The Group Process. 1969. Pp. 17. Erie Documents ED 032 926.

Barman, Alice Rose S. Group Work with Parents of Children with Learning Disorders. Winnetka : North Shore Mental Health Association, 1969. Pp. 17.

Becker, W. C. Parents are Teachers. Champaign, Illinois : Research Press, 1971. Pp. 194.

Belton, John & Goldberg, Sidney Parents' Evaluations of the Head Start Program in the Milwaukee Public Schools. Milwaukee : Milwaukee Public Schools, 1966. Pp. 9.

Berlin, C.E., et al. "Auditory Screening of School Children by Volunteer Mothers:. The Journal of School Health, XXXIX (February, 1969).

Bilingual Family School Project (Adair County, Oklahoma). Little Rock, Arkansas : South Central Regional Education Lab Corporation, 1969. Pp. 8.

Binyon, M. "Parents in classroom: hope for the future." Times Ed. Supp. 2788: (October 25, 1968) Pp. 897.

Birnbaum, Martin L. Joint Training of Professionals and Non-Professionals for Team Functioning. New York: New York University, Centre for the Study of Unemployed Youth, 1968. Pp. 20.

Bonney, Merle E. "Parents and Teachers Learn from Each Ohter." Childhood Education, XLIV (March, 1968), 410-1.

Brinning, Dorothy Perceptual Motor Activities in the Home. Jersey City, New Jersey: Moore Laboratory School, 1969. Pp. 47.

Bromberg, S.L. "Beginning Teacher Works with Parents." Young Children, XXIV (December, 1968). 75-80.

Brooks, Gillian "Lay Volunteers". The Educational Courier, March, 1970. Pp. 4

Burgoon, Janet & Winter, Joan Operating Manual for a Volunteer Talent Pool. Winnetka, Illinois: Volunteer Talent Pool.

Caplin, Morris D. An Invaluable Resource, The School Volunteer. "The Clearing House. XLV (September, 1970), 10-14.

Davis, S. Elizabeth "Parents and School Should Share." Reading Teacher, XXIII (May, 1970), 707-10.

DeFranco, Ellen Curriculum Guide For Children's Activities, Parent Preschool Program. Los Angeles: Los Angeles City Schools, 1968, Pp. 58.

Donohue, G.T. & Reing, V.A. "Teacher-Moms help emotionally disturbed pupils." Nation's Schools, LXXVIII (September, 1968), 50-2.

Dotsch, Daisy "Teaching in a Parent Participation Nursery School. "Child Study, XXX 41-2, Spring 1968.

Doty, Carol N. "Involving Parents in the Nursery Program." Education, LXXXVII (April, 1967), 451-6.

Durr, William D. Helping Your Child Grow in Reading. Newark: International Reading Association, 1963. Pp. 21.

Early Reading Assistance : A Reading Tutorial Program. Cleveland "Program for action by Citizens on Education, 1966. Pp. 29.

Educational Guidelines: A Family-Oriented Preschool Program for Hearing-impaired Children in Minnesota. St. Paul: Minnesota State Dept. of Education, 1967. Pp. 11.

Exceptional Children Conference Papers: Parent Participation in Early Childhood Education. Arlington, Virginia: Council for Exceptional Children, 1969. Pp. 121.

"Extra Help for Guidance Specialists." New Dimensions, Toronto: Ontario Department of Education, Vol. VI #1 (September, 1971).

The Florida Parent Education Model. Gainesville : University of Florida, College of Education, 1968. Pp. 8.

Foster, Florence P. Planning Parent - Implemented Programs : A Guide For Parents, Schools and Communities. Trenton : New Jersey State Dep't. of Education, 1969. Pp. 53..

Fuller, Frances F. Creating Climates for Growth. Austin : University of Texas, 1969. Pp. 32.

Fuschillo Jean S. "Enriching the Pre-school Experiences of Children from Age 3; The Evaluation". Children, XV, (August, 1968), 140-143.

Gallup, George Guidebook for Parents, Dayton, Ohio : Institute for Development of Educational Activities, Inc., 1970. Pp. 51.

Gomberg, Adeline W. "Can Disadvantaged Parents Motivate Children for Reading?" The Record, (February, 1970), 451-4.

Gordon, Ina J. "Reaching the Young Child Through Parent Education. Childhood Education, XLVI (February, 1970), 247-9

Gordon, Ina J. "Self-help Approach "Parents as Teachers." Compact, III (September, 1968), 32-5.

Gray, Norma "VIPs With Zip." Momentum, I (February, 1970), 22-26

Greenberg, Polly "Low Cost State Strategies With A New Look." Compact, III, (December, 1969), 26-31

Grothberg, Edith H. Review of Research - Headstart, 1965-1969. Washington D.C. : Office of Economic Opportunity, 1969. Pp. 58.

Guernesey, J. "Parents and Grandparents Come to School." Nation's Schools, LXXXIII (May, 1969), 70-72.

Herstein, Rosaline "Mother-Child Workshops." School Arts (69), (March, 1970), 18-19.

Hillenbrand, Robert F. "Volunteers, a rich resource for Schools." Illinois Education, LVII (December, 1968), 156-7.

Hoffman, Virginia "Language Learning at Rough Rock." Childhood Education, XLVI : (December, 1969), 139-45.

Iacolucci, Grace M. "Parents as Teacher Aides." Childhood Education, XLVIV, (March, 1968), 424-7.

Inwood B. & Ellerbusch, N. "Mother's Place is in Kindergarten." Grade Teacher, LXXXV (May, 1968), 124-6

Isbester, R. "Preschool Parent Centre of Ottawa." Child Study, (Spring, 1968), 30-31.

Janowitz, Gayle Helping Hands. Chicago : The University of Chicago Press. 1965, Pp. 125.

Jones, Elizabeth J. "Involving Parents in Children's Learning." Childhood Education, XLVII (December, 1970), 126-30.

Jones, Elizabeth J. Preparing Teachers to Involve Parents in Children's Learning. Pasadena : Pacific Oaks College, 1970. Pp. 153.

Jordan, William C. "How to put Parents to Work in the Classroom." Nation's Schools, LXXXI (February, 1968), 76-7.

Kittrell, F.P. "Enriching the Preschool Experience of Children from age 3; The Program." Children, V (August, 1968), 135-139).

Kraft, *et al*. *Prelude to School; An Evaluation of an Inner City Preschool Program*. Washington, D.C. : Children's Bureau, Social and Rehabilitation Service, 1968. Pp. 96

Lansinger, Sister Gerard "Mothers as Teaching Aides - Yes Indeed." *Catholic School Journal*, LXVIII, (September, 1968), 50.

Lavatelli, C.S. "An Approach to Language Learning." *Young Children*, XXIV (September, 1969), 368-76.

Luterman, David M. "A Parent-Centered Nursery Program for Preschool Deaf Children." Boston : Emerson College, 1970. Pp. 66.

Martin, G. "Parents and Teachers Work Together -- an experiment in a Grade One classroom." *Principals' Journal*, X (March, 1970), 22-9.

Mauch, James E. "Breaking Tradition: Forges School - Community Ties." *P. O. Kappan*, (January, 1969), 270-4.

Mouat, Lucia "Child-Parent Education Centres." *Instructor*, LXXXIX (August, 1969), 156-7.

Neidermeyer, F.C. *Parent Assisted Learning*. Inglewood: Southwest Regional Educational Lab, 1969. Pp. 44.

Nielsen, W.R. "Parents Enrich Classroom Program." *Childhood Education*, XLIV (March, 1968), 416-9.

Perkins, Bryce *Getting Better Results from Substitutes, Teaching Aides and Volunteers*. Englewood Cliffs, N.J. : Prentice Hall, 1966. Pp.64.

"The Plowden Report". *Children and Their Primary Schools, A Report of the Central Advisory Council for Education, England*. London: Her Majesty's Stationary Office, 1967.

Pointers for Participating Parents. San Francisco; California Council of Parent Participation Nursery Schools, Inc., 1968.

The Post : Newsletter of the Canadian Association for Children with Learning Disabilities. Vol. VIII : 5 (October, 1971).

Rioux, J. William "Here are Fourteen Ways to Use Non-teachers in your School District." *Nation's Schools*, LXXIV (December, 1965). 42.

Robb. L. "Parents Make excellent Teachers' Aides." *Prime Areas*, XII (Spring, 1970), 33-5.

Robb, Mel. H. *Teacher Assistants*. Columbus Ohio: Charles E. Merrill Publishing Company, 1969, Pp. 152.

Robinson, Floyd *Parents' Manual*. St.Catharines: Niagara Centre, O.I.S.E., 1970.

Robinson, Floyd; Brison, David; Hedges, Henry; Hill, Jane; You, Cecilia; Palmer, Lee *Volunteer Helpers in Elementary Schools*. Toronto: O.I.S.E., 1971. Pp. 33.

Robinson, Norman & Joyce L. "Auxiliary Personnel : Help or Hindrance", B.C. Teacher, XLIX (November, 1969), 69-78

School Volunteers. Washington, D.C.: Educational Service Bureau, Inc., 1966, Pp. 61.

Schram, Barbara Some Basic Guidelines for Building Parent Participation Groups to effect changes in the Public School System, New York: Two Bridges Parent Development Program, 1968. Pp. 22.

Sleisinger, Lenore Guidebook for the Volunteer Reading Teacher. New York: Teacher's College, Columbia University, 1970. Pp. 51.

Smith, Mildred B. "To educate children effectively, we must involve parents." The Instructor, LXXX (August, 1970), 1120-21

Stradley, W.E. 'Who was that stranger I saw in your classroom?" Grade Teacher, LXXXV (September, 1967), 88-9.

Thomas, S.L. "Listening Mothers: Oral Language Development in First Grade." Instructor LXXSVII (October, 1967), 20-1

Thornsley, J.R. & Barner, B. "Parent aides make teaching aids." Instructor, LXXXVI (April, 1966), 173.

Troutner, Joan & Musar, Norma "Parent Aides for Public Kindergarten, a pilot project." Arizona Teacher, LVI (May, 1968), 16-18.

Volunteers in Education, Washington, D.C. : U.S. Department of Health, Education and Welfare, 1970, Pp. 161.

Wall, E. "Parent are Educators." Childhood Education XLIV (March, 1968), 412-5.

Wille, Lois "Moms are a Must." American Education VI (April, 1970), 25-9

William, Betty "Parent Participation as a Factor in the Effectiveness of Head Start Programs." Journal of Educational Research, LXIX (May, 1969), Pp. 9.

VOLUNTEER PARENTS' ASSISTANCE PROJECT

H. G. Hedges

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

NIAGARA CENTRE 1972

A Selected and Annotated Bibliography

The references in this bibliography were selected because they make particular contributions to one or more aspects of the topic. For a more extensive list of reference, refer to our companion, General Bibliography, on this poject.

Allen, James E. Jr., The Right to Read : The Role of the Volunteer, Washington D.C., : Washington Technical Institute, 1970, 10 p.

Allen, the late Commissioner of Education in the United States regarded the volunteer as an essential partner in the "Right to Read" program which is being promoted in many parts of the United States.

Becker, W.C., Parents are Teachers, Champaign, Illinois : Research Press, 1971. 194 pp.

Although not specifically on the topic of volunteers this book introduces the reader to the role that parents do play as teachers, and how this role can be enhanced.

Burgoon, Janet and Winter, Joan, Operating Manual for a V Talent Pool Winnetka, Illinois, V-Talent Pool.

This manual suggests ways in which a talent pool of volunteers in an entire community can be recruited, developed and then assigned to a variety of community needs and institutions, including schools.

Caplin, Morris D., An Invaluable Resource, The School Volunteer, The Clearing House, XLV Sept. 70, 10-14

Like many of the periodical articles on the subject this article is testimonial in nature. Nevertheless, it contains much useful information about volunteer programs, including a number of interesting examples.

DeFranco, Ellen, Curriculum Guide For Children's Activities, Parent Preschool Program, Los Angeles : Los Angeles City Schools, 1968, 50 p.

This is one of a number of curriculum guides written for use in parent-training programs in the preschool movement.

Early Reading Assistance : A Reading Tutorial Program, Cleveland : Program for action by Citizens on Education 1968. 29 p.

This program was initiated by parents and other citizens and outlines procedures whereby parents may assist with reading at the early school level.

The Florida Parent Education Model, Gainesville : University of Florida, College of Education, 1968. 8 p.

This model involves a training program for parents, assignment as volunteers in schools, and intervention in the home to improve the home climate as it relates to learning.

Foster, Florence P., Planning Parent - Implemented Programs : A Guide for Parents, Schools and Communities. Trenton : New Jersey State Dep't of Education 1969. 13p.

This is fairly general and considers the number of ways in which parents may be involved in the work of the school.

Gallup, George, Guidebook for Parents, Dayton, Ohio : Institute for Development of Educational Activities, Inc., 1970. 51 p.

This guidebook is prepared mainly for parents of pupils in their first year of school, except that it contains many interesting and practical suggestions whereby parents can assist youngsters in their early orientation to school programs. The instructional role of parents is also considered.

Janowitz, Gayle, Helping Hands, Chicago, The University of Chicago Press, 1965, 125 p.

This detailed book describes how to set up and organize special studies centres and tutorial programs mainly for after-school assistance to youngsters with particular learning difficulties.

Jones, Elizabeth, J., Preparing Teachers to Involve Parents in Children's Learning. Pasadena : Pacific Oaks College, 1970, 153 p.

This is one of the few articles dealing with the preparation of teachers who will be involving parents in classroom activities.

Heidermeyer, F.C., Parent Assisted Learning, Inglewood: Southwest Regional Educational Lab, 1969, 44 p.

This manual deals mostly with ways in which parents can enhance school programs through varying kinds of intervention at home.

Perkinds, Bryce, Getting Better Results from Substitutes, Teaching Aides and Volunteers. Englewood Cliffs, N.J., Prentice Hall, 1966, 54 p.

Written by a school administrator, this book deals with a number of kinds of lay assistance in the school, including volunteers. The suggestions are clear and specific.

"The Plowden Report". Children and Their Primary Schools, A Report of the Central Advisory Council for Education, England. London : Her Majesty's Office, 1967.

Anyone initiating a volunteer program should read the results of the National Survey in the Plowden Report, in which the correlations between parental attitudes and variations in pupil achievement are described.

Pointers for Participating Parents. San Francisco, California Council of Parent Participation Nursery Schools, Inc., 1966.

This manual provides fundamental information for volunteer parents at the nursery school level.

Robb, Mel H., Teacher Assistants - Columbus, Ohio, Charles E. Merrill Publishing Company, 1969, 132 pp.

This is probably the best general book on the subject of volunteers in schools. It deals with both para-professionals and volunteers, and describes carefully the various stages of development of a particular kind of parent involvement program. The book also contains brief descriptions of a number of special programs for parent-volunteers.

Floyd Robinson, Parents' Manual, St. Catharines: Niagara Centre, O.I.S.E., 1970.

This manual was prepared for parents in an experimental primary school in which parents were assisting at home, as well as in the volunteer program at school.

Robinson, Floyd; Brison, David; Hedges, Henry; Hill, Jame; You, Cecilia; Palmer, Lee - Volunteer Helpers in Elementary Schools, Toronto: O.I.S.E.,1971.

This pioneer book on volunteer helpers makes two contributions to the topic not found in any other reference, an intensive survey of the manpower and activities of volunteers in one hundred sample schools in the Niagara Region, and a classification system for analyzing the functions performed by adults in classrooms. Several case studies are also described.

Robinson, Norman + Joyce L - "Auxiliary Personnel : Help or Hindrance" BC Teacher - 49 Nov. 69, 69-70.

This fairly lengthy article analyzes the roles now being played by paraprofessionals and volunteers. Its publication in a Canadian journal enhances its value.

School Volunteers - Washington, D.C., Educational Service Bureau, In., 1966. 61 p.

This is one of the best manuals on the subject. It contains stages in developing a plan for volunteer help, describes some existing programs, and suggests forms and materials that may be needed in the program.

Schram, Barbara - Some Basic Guidelines for Building Parent Participation Groups to effect changes in the Public School System, New Yor, Two Bridges - Parent Development Program 1968, 22 p.

This is undoubtedly the most surprising reference in the literature. The author describes clearly guidelines for activist parental groups to employ in bringing about changes in the school. It is not a book on volunteers in the usual sense of the word.

Sleisinger, Lenore - Guidebook for the Volunteer Reading Teacher, New York : Teacher's College, Columbia University, 1970, 51 pp.

This is the most detailed guidebook for volunteers working in any particular kind of program, many of the instructions it gives indicate the relatively responsible role that a well-trained volunteer might perform.

Volunteers in Education, Washington, D.C. : U.S. Department of Health, Education, and Welfare, 1970, 131 pp.

This is a very useful general manual on the subject, containing many ideas, examples of existing programs, forms and materials to be developed, etc.

TAXONOMY OF TEACHING FUNCTIONS

SCHOOL ____________________ DATE ____________________

TEACHER ____________________ A.M. OR P.M. ____________

PERSON OBSERVED ____________________ OBSERVER ____________________

		CLASS REGULAR	CLASS SPECIAL	GROUP REGULAR	GROUP SPECIAL	INDIVIDUAL REGULAR	INDIVIDUAL SPECIAL	COMMENTS
1) Planning	a) Broad Planning							
	b) Specific Planning							
2) Motivation	a) Broad Motivation							
	b) Specific Motivation							
3) Instruction Sequence	a) Initiating a new concept attitude or skill							
	b) Consolidating a new concept attitude or skill							
	c) Adding content to structure							
	d) Consolidating content							
4) Supervision	a) Active Supervision							
	b) Passive Supervision							
5) Technical	a) Skilled Technical							
	b) Non-Skilled Technical							
6) Non-technical								
7) Evaluation and Remediation	a) Designing of instruments							
	b) Administration of tests							
	c) Objective Marking							
	d) Subjective Marking							
	e) Interpretation of scores							
	f) Diagnosis & Prescription							
	g) Remedial Teaching							
8) Guidance and Support								
9) Hiatus, Interruption and Non-coded								

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

NIAGARA CENTRE

VOLUNTEER PARENTAL ASSISTANCE PROJECT

MANUAL FOR CATEGORIZING OBSERVATIONS

The purpose of this manual is to instruct observers in classifying classroom activities of teachers, paraprofessionals and volunteers into their appropriate category in the taxonomy of classroom functions, and in recording the duration of each activity. Some of the directions refer to the use of a standard observation sheet on which the twenty-two functions are arranged, with six cells following each function, in which the recorder determines the grouping used (class, group, individual), and whether each group was regular or special for the activity in question.

In using the observation schedule in the classroom, the observer should note the time of the beginning and conclusion of each activity and enter the time elapsed in the appropriate cell following the function in which it is most appropriately included. Thus the observer must consider three questions for each activity:

(1) What function in the schedule is being performed?

(2) Is the function performed with the class, a group, or an individual?

(3) Are the learners operating in their regular grouping or are they organized in a special group during this time?

In categorizing an activity, the observer must decide what the major function is at that time. It is recognized that many activities may have elements of several functions within them. For example, in taking up pupils' answers to seatwork, there may be elements of motivation, evaluation, and diagnosis, but in most instances the taking up of seatwork will be an integral phase of one of the four instruction sequences, and will most likely be a part of B. of D., that is, consolidating a new concept, attitude or skill, or consolidating content (see Section 3, Instruction Sequence).

Similarly, the giving of oral instruction in most cases is part of the instruction sequence rather than of supervision. In general, the nature of the instructions will be the clue to the function. If the purpose of the instruction is to have students use the skill to discover new content, then "adding content" is the correct function. If the instructions are part of a seatwork exercise that implies drill or implies a standard of performance, then "consolidating content" applies. During active supervision a teacher may provide incidental short periods of diagnosis and remediation, but such activities are themselves characteristic of active supervision, and are quite different from more formal or more enduring evaluation, diagnosis, and remediation periods. When, during supervision the teacher spends more than a half-minute in an activity belonging in another function, it should be recorded in the function to which it logically belongs.

It should be emphasized that the observer is recording the functions of the adult(s) (teacher or volunteer) in the classroom and not the activities of the pupils.

At times, the teacher or volunteer being observed may actually be performing more than one function simultaneously. For example, it is common practice for a teacher to supervise passively one or more groups of pupils engaged in seatwork while conducting reading lessons, discussion groups, or other forms of formal instruction with a specific group. In fact, this is the usual practice in multi-graded classrooms. In such situations, the observer will record the function to which the adult is devoting his/her major attention, which in most cases will be the instructional role rather than the supervisory one. However, when the adult interrupts the major function to give attention to the second function for more than a half-minute, obviously the second one will be recorded as the one to which the adult's time is devoted for the period of time that applies.

The observer is not concerned with whether the function is being performed well or poorly. All records should be made at the time--the observer should not rely on his memory to recall what function was performed. If at any time he is uncertain as to what function is being performed, he may have to consult the adult later to verify or revise his conclusion. The timing of such cases should be circled, and a note made of the concern. Observations which may seem impossible to categorize should be timed also, with a brief note made for future consideration and categorization. One of the categories provides for these situations.

The section that follows provides a definition and description of each of the functions in the schedule, with examples to illustrate that function. These examples will indicate the range that is represented in the category, from the more demanding to less demanding activities.

1. PLANNING

Planning refers to establishing a purpose and the formulation of a scheme, outline, system, method, or set of materials to be used to achieve that purpose. Planning may be done alone, with other adults, or with pupils. Sessions with other teachers, in which the team is working on curriculum or organization are recorded as planning. Discussing with a volunteer the activities to be performed will usually be considered planning, as will periods in which the teacher and one or more pupils are planning a future unit, lesson, or activity. Thus, for a teacher planning goes far beyond writing lesson plans or units. It will include most aspects of organization of the content, lessons, seatwork, etc. for the class, but not the routine mimeographing or distribution of materials. The selection of appropriate materials, the previewing of visual aids, the studying of a teacher's manual, etc. are all examples of teacher planning. While the greater percentage of a teacher's planning generally occurs out of class time, nevertheless many examples of planning of future activities may also be observed during the school day.

(a) Broad Planning

This function applies when the adult is involved in planning a series of activities over an extended unit, course or series of lessons. Long-range or broad planning will include one or more of the following: setting objectives; defining the skills, concepts, or attitudes to be developed; preparing an overall scheme, structure or framework of learning activities; arranging for interrelationships among important stages or ideas, and integrating the new learning with other aspects of the curriculum. The planning of a month's unit in a particular subject would represent a demanding aspect of this function. The least demanding activity that would fit in this function would be the planning of a short series of lessons; the planning of one lesson would not belong in this category. The following would be examples of broad planning: preparing a mathematics unit on graphs; evaluating a number of books to be used in a unit; outlining or writing a series of dramatic presentations in social studies; planning curriculum guidelines or materials with other adults; selecting or previewing a set or series of audio-visual materials to be used in an extended series of lessons.

(b) Specific Planning

This function is performed when the adult plans a specific activity, plans one lesson, or plans and prepares the materials to be used in one lesson or a short series of lessons. The broadest examples of this function would include the planning of all aspects of one or two lessons. The least demanding examples would be those in which the adult plans only one or two elements of a single lesson, such as by previewing a filmstrip. Those activities in which one adult does the basic planning and another adult merely applies the plan of the other will not be considered in this function for the second adult. Some examples of specific planning are: the selection of materials from books; organization and presentation of a set of film slides relating to a particular lesson; the planning and construction of a model, game, map, chart, etc. for use in a lesson; the practising, in advance, of a skill to be taught; the preparation for presentation of a single lesson; the surveying of an area for a field trip; the selection of a film to enrich a lesson for unit; the writing on the board of a seatwork exercise not prepared in advance of such writing; the outlining of a specific assignment to another person who will carry it out and the planning of a future activity with one or more pupils. The assessing of a pupil's readiness to proceed to the next stage in a learning sequence, an activity frequently associated with individualized programs, belongs in this category; the function of diagnosis as defined later implies, in this manual, the consideration of the cause of errors or difficulties. Thus assessment of readiness belongs in "specific planning", but diagnosis of weaknesses belongs in "diagnosis". In situations where teachers assign individual work, as in individual progress books, the writing of such assignments in considered to be specific planning.

2. MOTIVATION

Included in this function will be any activity whose basic purpose is to interest, stimulate, or encourage the learner with respect to the school program, or to provide him with a goal, reason or motive to act in a certain way or to initiate or persist in some type of activity. The observer will not include in this category the numerous incidental forms of motivation such as brief and incidental reactions to correct answers, incidental approval or praise, and moves listed under guidance and support (below) which relate mainly to behavior. The observer must discriminate between deliberate moves, usually at the beginning of structured lessons, in which the intent is to focus interest on a topic (motivation), and interesting teaching methods which have the purpose of facilitating learning rather than focussing attention; the latter may reflect the quality or effectiveness of another function in which they should be classified. The purpose of motivation, as defined in this category, is related to specific, deliberate encouragement to become mentally involved in some aspect of the school program.

(a) Broad Motivation

The kinds of motivation which provide for a long-term interest in some phase of the program will be included in this category. They may range from such activities as discussions of the value of mathematics, of ways of working more effectively and of developing positive feelings about other cultures, to activities as narrow as creating sustained interest in fractions or a continuing appreciation of bird life. Such activities as reading stories to the pupils for the purpose of developing appreciation of the language, or making use of art objects or records to develop appreciation of art and music will be regarded as broad motivation.

(b) Specific Motivation

Those forms of motivation that relate basically to the developing or identifying of interest in a specific lesson or problem will be considered specific motivation. It may be as broad as encouraging pupils to look for examples of decimals in the day's newspaper or as narrow as challenging them to find the answer to a specific problem. The relating of a specific problem, concept, skill, or attitude to relevant, and particularly current out-of-school experiences will be regarded as specific motivation.

3. INSTRUCTION SEQUENCE

This section deals with those activities designed to initiate, reinforce, consolidate and make use of new learning. The section is divided into the four subsections that follow, each of which deals with one of the four related functions in instruction. Following the descriptions of the four functions, examples are provided to illustrate the relationships among these functions. Distinguishing between the four functions is particularly difficult when they do not occur in their natural sequence. They are most apparent in formal, structured lessons, but can be identified in less formal situations, if it is established that at the time the teacher is engaged in instruction rather than in supervision. The key to the functions in their apparent purpose, whether (a) initiating a new structure or schema; (b) consolidating or reinforcing a tenuous new concept; (c) adding content, i.e. using the new idea; and (d) consolidating the content by review, drill, a game, etc.

(a) Initiating a Concept, Attitude or Skill (Mental, Motor, or Social)

The criterion for determining whether an activity belongs in this category is whether the volunteer is initiating new learning which has a broader application, as opposed to providing for reinforcement, application, practice, or remedial instruction of a concept, attitude, or skill initiated in earlier instruction. The key question would be: "Is a new attitude, skill or major concept being introduced in this activity?" One cannot expect to observe this function in every "lesson". Unless new learning is being initiated, the activity belongs in one of the next three categories. In some subject areas, this function will serve to establish a schema, generalization, principle, skill, or structure which will be applied in subsequent lessons, as in learning a map skill, a classification system in science, a new procedure in mathematics, or a social skill such as leading a discussion.

The initiating of a skill will involve activities as major as an introductory lesson on writing a business letter or "carrying" in addition, or as narrow as introducing a phonetic combination or introducing a specific style of writing a particular letter of the alphabet. Some examples of activities that would belong in this category are: introducing the addition of decimals; teaching pupils to locate the parts of a flower; teaching how to find a specific land form on a map, or to divide a sentence into bare subject and bare predicate; introducing how to use the card catalogue in the library, how to greet and welcome a visitor, how to pitch a softball or how to mix paints for watercolouring.

(b) Consolidating a New Concept, Attitude or Skill

The purpose of this function is to consolidate the learning of a new concept, attitude or skill, prior to adding new content or applying the new learning to other situations. The emphasis must be on consolidating new learning itself. In most instances, it will occur immediately after the initiation of the new learning, and generally occurs within the same "time-table" period, that is, as part of the same lesson. This function may include recognition and immediate reinforcement of the new learning, a limited amount of trial practice, simple test procedures, diagnosis of general difficulties with the new learning, re-teaching, suggestions for refinement of the skill, etc. Activities in this category may be as broad as having pupils write a paragraph to apply a specific skill, or as narrow as having them practise writing a letter of the alphabet, listing and reading words with a common phonetic pattern, and trying a specific basketball shot. Some typical examples of this function will be assigning a single arithmetic question designed to consolidate a particular skill; finding examples of a specific land form on a map; having several pupils go to the board to try examples of the new concept, or having pupils explain the process through which the new concept was acquired. Included will be those situations where the object is trial or initial practice, and immediate reinforcement or initial improvement of a skill itself--whether in printing, writing, reading, physical traning, cooking, sewing, etc.--rather than the application of the skill to content or to new situations, or the long-term practice of the skill to achieve certain standards of performance.

(c) Adding Content to Structure; Applying New Learning to Other Situations

In general the activities that belong in this function are those in which a new concept, attitude or skill is being used beyond the context in which it was learned, so that new content is being associated with or added to the mental representation of the concept or skill. For example, if the skill of using a leaf-key has been introduced, then the use of that key in identifying new and unknown leaves will fall in this function. Similarly, if the skill of using a card catalogue in the library has been introduced, helping pupils use this skill in hunting out books on a particular topic fits this function. Other examples are: having pupils use Cuisenaire rods to find new number facts; using the rule "i before e" in spelling new words. Activities within this function may be as broad as applying a specific map skill to locate particular information such as the boundaries of a country, its rivers, its principle cities, etc. or as narrow as having pupils list examples, whether they be words, places, animals, etc., in which the application of a skill has enabled the learner to develop new content; for example, if a student has been taught the skill of identifying nouns, then the listing of the nouns in an exercise would come within this function. Some further examples of this function are: reading for information, describing a number of birds after having learned the skill of describing a typical bird, using a skill in music to work out a new melody or to play a melody not formerly played, etc.

(d) Consolidating Content

The intent of this function is to arrange for further practice, drill, review, integration and consolidation of new content. Reference to or the application of external standards of performance, such as percentage of correct answers, place or efficiency of performance, etc. will almost automatically place the activity in this function unless it is clear that a test (evaluation) is being employed. The provision of opportunities for practice to attain certain standards will identify such an activity with this function. The teacher may apply this function as broadly as in reviewing the voyages of an explorer, or this function may be as narrow as drilling such content information as the names of provinces and their capitals. Drilling with flash cards, doing a series of mathematics problems, writing out spelling words, etc., all of which imply certain standards of performance, are obvious examples of this function. Similarly, helping pupils write up the results of a science experiment to consolidate this experience, preparing a summary of a social studies lesson, retelling a story, practising a song, playing a mathematics game (but not learning the game itself) would all be activities designed to consolidate content.

Examples Illustrating the Four Functions in Instruction

Example 1: Developing the Concept of Addition (Mathematics)

(a) Initiating the concept. This function would include only the activities that would lead the pupil to acquire the idea that sets can be joined together and that this process is addition.

(b) Consolidating the concept. Further examples are used to strengthen the mental representation of the process of adding, by providing experiences that reinforce the idea to the point where the pupil can employ the process without external prompting, for example, he might combine (add) rods or sets of objects and count the sum.

(c) Applying the new learning to other situations. Using the mental representation of the process of adding the combined sets, the pupil now creates new number stories by using the process, e.g. combining 4 and 3 to discover that 4 + 3 = 7.

(d) Consolidating content. The number story 4 + 3 = 7 would be rehearsed or drilled, either by itself or with other number stories, to the point where the correct response is given to meet a standard such as within two seconds without counting.

Example 2: Learning to Identify Minerals by Hardness

(a) Initiating the concept. This function includes activities which enable the pupil to form the concept that hardness is a fixed property of minerals and that by scratching one mineral with another or with certain independent objects, hardness of these materials can be compared. The emphasis is on the fact that minerals and objects can be compared with each other in terms of hardness, a fixed property.

(b) Consolidating the concept. In this function a wider variety of mineral and objects are tested to see whether the concept can be applied to them; as yet an index is not developed.

(c) Adding content to structure. Using the concept, pupils compare minerals and develop an order, or index, of hardness and check it against an accepted hardness scale. Using the index or scale, pupils learn to identify new examples of minerals.

(d) Consoldicting new learning. Pupils review or practise the use of the scale, by sorting out minerals from a random selection, to the point where they can fit known or unknown minerals into the scale with less than 10% error.

Example 3: Developing Positive Attitudes Toward Japanese People.

(a) Initiating the attitude. In this function, pupils will be exposed to a situation where a positive response will be expected. This might have to do with a Japanese design, artifact, game, etc., or with an event or situation (e.g. 1970 World's Fair in Japan; 1972 Winter Olympics, etc.).

(b) Consolidating the new attitude. The pupils' positive response is identified and encouraged in one or more ways such as repeating the response, discussing positive features, imitating or repeating the situation, etc.

(c) Applying new learning to other situations. The initial response is applied to broader situations, such as other aspects of Japanese life. Again positive reactions are encouraged.

(d) Consolidating content Opportunities are given for reviewing the experiences, retelling some aspects of them, integrating several related aspects, etc., to the point where open or positive attitudes toward Japanese people, stories, etc., are observed in automatic positive responses to pertinent situations.

4. SUPERVISION

Activities to be classified as supervision are those in which the volunteer is supervising the work of pupils, who in turn are working more or less independently of the supervisor. In general, supervision will relate to the seatwork applications of lessons. However, it will also be observed at such other times as in art periods, when the pupils are creating new products or developing new ideas, and also during discussion sessions in which the pupils are working together on common ideas or common goals, or in physical education periods when pupils are practising a skill or playing a game.

(b) Active Supervision

During active supervision the supervisor actually participates deliberately in the learning activity, either by asking a periodic question, answering questions raised by pupils, referring pupils to sources of information, making incidental diagnosis of pupil progress, making suggestions, pointing out errors, suggesting further questions for disucssion, etc. Such interventions suggest that active supervision is taking place. Active supervision, therefore, may include some periodic intervention relating to understanding and consolidating content, or to checking and correcting errors or reinforcing correct learning. Similarly where the supervisor takes an active part in continuing the organization and reorganization of experiences, e.g., as in giving directions on a field trip, active supervision is taking place. In situations where individual pupils or small groups of students are pursuing independent study activities, the observer must constantly be alert to the question of whether the teacher is supervising or whether actual instruction is being provided by the teacher. When the teacher performs an independent function (e.g. initiating new ideas, diagnosing, etc.) for more than one-half minute at a time, the period of time should be recorded in its appropriate function.

5. TECHNICAL

The activities appropriate to this function are those which employ a definable technique or procedure which is learned or enhanced through training or practise. The activities in this category will be those of a technical rather than a professional nature; therefore such activities as questioning, story telling, reading to pupils, etc., will not be considered in this category. The range of technical tasks will run from those such as typing and organization of visual aids at the upper level of difficulty, through activities such as the maintenance and operation of equipment, the preparing of stencils, etc., in the middle range of difficulty, to less demanding activities such as running stencils, cutting out pictures, making flash cards, etc. In general, this function will be identified with the use of materials and equipment.

(a) Skilled Technical.

In this category are included those technical tasks which require a formal or lengthy period of training and a high standard of competence. Examples are typing, bookkeeping, overall maintenance of a library, maintenance and repair of technical equipment, the preparation of complex teaching aids, the organization of sets of visual aids, complex filing procedures, maintaining of pupil records, etc.

(b) Non-skilled Technical

This category will include those tasks of a technical nature which would require only a short period of training prior to performing the task, or which would require only a short period of on-the-job training. Typical examples would be the operating of simple audio-visual equipment, running mimeograph machines, filing pictures in an established file, carding and shelving library books, assembling laboratory equipment, preparing flash cards, preparing bulletin board displays, etc.

6 NON-TECHNICAL

This category includes activities which are of neither a professional nor a technical nature; thus, the activities in this category require neither skills in questioning, discussing, story-telling, etc., on the one hand, nor skills involving training in the use or preparation of materials or equipment, on the other. This function then includes only activities of a support or maintenance nature such as housekeeping of the classroom and assisting with routine activities of a more or less repetitive nature. Therefore, in this category will belong such tasks as distributing educational materials, collecting materials, cleaning up the classroom, temperature control, ventilation, lighting, assisting with clothing, marking attendance, collecting supplies, collecting routine resource materials, bearing messages, collecting monies, collecting routine information, etc. Also included in this function are special activities such as providing transportation on field trips, and acting as adult companions on field trips when no major supervisory function is required.

7 EVALUATION AND REMEDIATION

Included in this broad category are all those activities which are designed as evaluation or to assist youngsters in evaluating their own progress, to diagnose specific learning difficulties, and to prepare, prescribe, and apply remedial procedures. For the purpose of classifying further the activities which together are considered to be evaluation and remediation, we have set forth seven sub-functions as follows:

(a) Designing of Instruments. This category includes all activities related to designing methods or instruments for measuring the pupils' achievement of objectives or goals, including the preperation of devices, check lists, tests, exams, questions, etc., which will enable the teacher to measure or diagnose the progress of youngsters. One exception to this description is the use of a standard of performance within the instruction sequence, (see Instruction Sequence, Pard D) wherein the practicing of a skill is related to an external standard of performance. The use of a standardized test does not constitute a part of this function because designing the test is not a part of the activity.

(b) The Administration of Tests. This category includes explaining the nature and purpose of the test, and supervising the actual test-taking, whether the tests are formal or informal and whether teacher-prepared, prepared by volunteers, or prepared by an outside agency. This function does not imply that the test has to be of a long duration or of a formal nature, but will include any procedure which the teacher employs in a systematic or deliberate manner to evaluate the progress of youngsters. The use of a standard of performance in association with the practise of a skill (see Instruction Sequence, Part D), is not included in this category.

(c) Objective Marking. This category involves the marking of tests (including standardized tests), exams, or other items in which the responses are either definitely correct or incorrect and therefore require no significant amount of interpretation. Thus the marking of spelling, in general, would fall in this category, as would the marking of right and wrong answers in arithmetic or any other subject, the scoring of multiple-choice tests, etc., if no interpretation is necessary in determining the correctness or value of the answer or if there is no demand that the marker determine the cause or nature of any error. In objective marking, a number of independent markers would be expected to obtain identical scores.

(d) Subjective Marking. This category involves marking wherein the marker has some discretion in determining the weighting to apply to the score given for any item in the test or any identifiable component of the finished task. In subjective marking it is unlikely that a number of independent markers would mark the test with exactly the same results. Examples of subjective marking will occur in arithmetic problems in which the process as well as the answer must be evaluated and in the marking of art, composition, music, scientific thinking, etc. The oral evaluation of pupils' art, creative writing, etc., which often involves opinions of the other pupils, is included in this category if its nature is clearly evaluative. If, however, the activity is more clearly designed to illustrate alternative ideas or to identify outstanding ideas, the activity is more appropriately recorded as "adding content to structure" -- Part C of the instruction sequence.

(e) Interpretation of Scores. This category includes using the score to determine the student's placement in the program, determining the range of marks obtained by the pupils, determining whether the test items were too difficult or too easy, too short or too long, whether they were valid for the purposes intended, whether a further test is required, etc.

(f) Diagnosis and Prescription. The activities in this sub-function will be those which relate to determining what the cause of error is on the part of an individual or a group, and what remedy should be prescribed. In performing these functions the teacher analyzes possible causes of the error, such as limited or long-range duration, or whether the error was accidental or reflects a lack of understanding of a skill or concept. For example, the teacher may decide to place the youngster in a special program for a specified period, or to re-teach some items to certain individuals or groups, or to modify teaching procedures. Some examples of specific activities in this category are: discussions with one or more pupils in which the teacher analyzes causes of error, and sessions in which the teacher marks exercises, note-books, compositions, etc. to identify errors and suggest improvements rather than to evaluate for the purpose of assigning marks. However, examples of diagnosis and remediation of extremely short duration or having only incidental application within the structure of another function, for example, correcting the identity or pronunciation of a word in spelling or correcting a minor error in arithmetic, will not be included in this category.

(g) Remedial Teaching. This function includes specific remedial practices employed with specific individuals or groups, as a follow-up to diagnosis. It is a planned and deliberate activity, and therefore will not include incidental re-teaching or incidental activities employed merely to clear up minor misunderstandings. In general, the adult will apply the remediation only to specific individuals or groups. When a teacher selects individual pupils to assist, the observer must distinguish between the procedures which are in fact diagnosis of the learning difficulty, and those which provide remedial instruction. In special education classes most of the typical lessons will fit into the instruction sequence except when specific diagnosis and remediation are provided with individual pupils.

8. GUIDANCE AND SUPPORT

This category cincludes the activities of the teacher or the volunteer that relate basically to the improvement and support of those aspects of pupil behaviour that are not integral or manifest parts of the instructional program itself, i.e., that are not related to the skills and content being studied. Included are those activities generally referred to as "discipline", but because this term tends to imply negative and correctional activities, we have deliberately entitled this category "guidance and support", to emphasize that it will include both the positive and the negative aspects of behaviour. Thus in this category will be included such activities as the following: conversations with individuals about out-of-school activities, personal and home problems, study habits, or interests which are not a formal part of the curriculum; activities designed mainly to establish a friendly positive climate for learning; and activities or discussions designed to correct undesirable behaviour or to support and encourage positive behaviour. Incidental recognition or praise for a correct answer or an approved example of behaviour within the structure of a lesson or in another category will not be recorded. The observer must distinguish between this category and the categories under motivation, bearing in mind that motivation as defined in this manual relates directly to the content of the learning program, while the present category relates to behaviour not directly related to content.

9. HIATUS, INTERRUPTION AND NON-CODED

The purpose of this category is to account for periods of time which cannot be included within the previous categories. These are of three general kinds, as follows:

1. Hiatus, in which the adult being observed is performing none of the functions in previous categories. Examples will be activities unrelated to school duties, absences from the classroom unrelated to classroom responsibilities, periods of rest, waiting for pupils to arrive, social conversation with another adult, etc.

2. Interruptions, during which time another person, such as the principal or other visitor, in effect replaces the teacher or person in charge for a short period of time. The interruption may occur as a result of the direct presence of the other person, or by his indirect presence as through the use of an inter-communication system. However, such planned activities as the use of a television program will not be included in this category; during such periods the adult performs another function, such as passive supervision.

3. Non-coded. If the observer is unable to classify certain activities or functions he should include the time within this category, and in the column at the right he should enter remarks that will enable him to recall and describe the activity so that it may be reclassified after further discussion and analysis. Some such entries are activities that the observer simply cannot identify for classification purposes; others may contain a balance or mixture of items from two different categories to an extent that discreet categorization seems impossible.

General Instructions

1. The column at the right will enable the observer to make additional comments or record questions about any activity that has been tentatively classified. Circle the timing for activities that are only tentatively categorized.

2. Record the elapsed time for each function to .1 minutes (6 seconds). When uncertain initially about the appropriate function being performed, note the beginning time while arriving at a decision.

3. Be sure that the entire period of time under observation is accounted for, bearing in mind that the last category provides for a number of situations that might otherwise represent losses of recorded periods of time.

4. When there is uncertainty about the categorization of certain activities, short discussions with the adult concerned at an appropriate time may be helpful.

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

Niagara Centre
187 Geneva St.
St. Catharines, Ont.

VOLUNTEER TALENT BUREAU

School ______________________________

The purpose of this questionnaire is to help us identify and recruit volunteers who have special interests, abilities, talents, backgrounds, or resources which they would like to share with the school. The school has already had considerable experience with volunteer programs which involve community helpers on a continuing basis. Our interest in this questionnaire is with persons who could share special talents with us for one or a limited number of occasions.

May we emphasize that you do not necessarily have to be able to teach a lesson or give a formal talk in order for the pupils to benefit from your talent. In most cases you will work with a small group of students, leading a discussion, giving a demonstration, or answering questions. In our experience we have found that volunteers are quite able to work effectively with small groups.

Would you please answer the appropriate sections of this questionnaire and return it within two days.?

Professional or Occupational

Types or work experience that may be beneficial to the school (typing, carpentry, geology, library, banking, mechanic, science, teaching, etc.)

Artistic and Recreational

(e.g. painting, sculpture, crafts, sports, gardening, nature study, travel, sewing, dramatics, cooking, photography, etc.)

Ethnic background

Costumes, dancing, language, etc.

Special Resources

- -- pictures, slides, stamps, etc. from other regions or countries
- -- collections (art, photos, minerals, plants, etc.)
- -- pets
- -- antiques and pioneer artifacts
- -- other

Special Abilities

- -- library, teaching, story-telling, nature hikes, sports, pioneer experiences, coamping, etc.

Any Other Talent or Resource

Locale

Would you prefer to help at school or at home?

Conditions or Frequency

How often would you be available to help at the school?
(Please indicate which days and times.)

COMMENTS

Name: ______________________________

Address: ______________________________

Telephone number: ______________________________

VOLUNTEER PARENTS' ASSISTANCE PROJECT

H. G. Hedges

Niagara Centre
The Ontario Institute for Studies in Education

Information on Regulations of the Ontario Ministry of Education Concerning Volunteers in Schools

Bill 128: An Act to Amend the Schools Administration Act

(1) Section 18, subsection 2, amended to permit a board to allow the use of voluntary assistants in schools.

> 2b - "permit a principal to assign to a person who volunteers to serve without remuneration such duties in respect of the school as are approved by the board and to terminate such assignment"

(2) Section 17, subsection 6 is amended to make mandatory the provision of liability insurance for a board and its employees and volunteers assigned to duties by the principal.

> (1)6 - "make provision for insuring adequately the buildings and equipment of the board and for insuring the board and its employees and volunteers who are assigned duties by the principal against claims in respect of accidents insurred by pupils while under the jurisdiction or supervision of the board."

VOLUNTEER PARENTS' ASSISTANCE PROJECT

H. G. HEDGES

Niagara Centre

The Ontario Institute for Studies in Education

SCHOOL VOLUNTEERS
Approved at the Meeting of the Board of Governors
January 12 & 13, 1973.

35. It is the policy of the Ontario Teachers' Federation:

(1) That volunteers in the schools shall mean responsible persons who provide a service to the school to fulfill specific needs, as determined by the principal and the teaching staff directly involved, without reimbursement or contractual commitments of any kind.

(2) That the function of school volunteers is to assist the teacher and/or the school.

(3) That school volunteers shall be responsible to and designated by, the principal of the school.

(4) That school volunteers who work with children shall work at all times under the supervision of a designated teacher.

(5) That school volunteers shall assume no responsibility for any evaluation involving the school personnel, pupils or program.

(6) That school volunteers shall not be included in the calculation of student-teacher ratio.

(7) That any teacher has the right to decline school volunteer services.

(8) That teaching functions which involve decisions regarding diagnosis of pupil difficulties, prescription of learning experiences, and evaluation of pupil progress are the exclusive domain of the professional teaching staff.

HALTON COUNTY BOARD OF EDUCATION

TEACHER ANECDOTAL INTERVIEW FORM: RE VOLUNTEERS

NAME ______________________________ DATE ______________________

SCHOOL ____________________________ INTERVIEWER _________________

AREA/LEVEL TAUGHT ______________

AREA OF ASSISTANCE (if applicable) _________________________

No. OF TIMES OF ASSISTANCE ______________________________

LENGTH OF TIMES OF ASSISTANCE (average) ____________________

NAME OF THE ONE VOLUNTEER ON WHOM THIS REPORT IS BASED

____

1. What types of tasks did this volunteer perform?

Task	No. of Minutes	No. of Times	Group Size

2. How do you feel your students benefitted from this volunteer's help?

____
____
____
____

3. How did you benefit from this volunteer's help?

____
____
____
____

4. How was the allocation of your time altered as a result of this volunteer's help?

5. Has the service of this volunteer more than compensated for the additional planning required on your part?

6. How has this volunteer benefitted or changed as a result of this service?

7. What major problems did you encounter with the program in general or with this student in particular?

8. How many volunteers do you utilize on a regular basis? ______
Do you feel this is the ideal number for you?

9. Comments, suggestions for improving the volunteer program.

HALTON COUNTY BOARD OF EDUCATION

STUDENT VOLUNTEER ANECDOTAL INTERVIEW FORM

NAME ______________________ Date ______________

SCHOOL ______________________ Interviewer ______________

GRADE ______________________

SPONSOR (dept., teacher, or other) ______________________

SCHOOL WHERE VOLUNTEERED ______________________

TEACHER/AREA ASSISTED ______________________

AGE, GRADE, LEVEL OF STUDENTS ______________________

NUMBER OF TIMES ASSISTED ______________________

LENGTH OF PERIOD OF ASSISTANCE (average) ______________________

1. What types of tasks did you perform?

Task	# of Minutes	# of Times	Size of Group

2. What were your reasons for becoming a volunteer?

3. What did you learn from your volunteer work?

4. In what ways has volunteering changed you? (Skills, attitudes, beliefs, your own views of your abilities, etc.)

5. How did the students you worked with benefit from your help?

6. Estimate the percentage of your total volunteer time that you spent in actual teaching (instruction).

7. Do you believe that good use was made of your abilities?

8. How do you think the teacher benefitted from your help?

9. What problems did you encounter either at your own school or at the school where you were helping?

10. Comments, suggestions for improving the volunteer program.

HALTON COUNTY BOARD OF EDUCATION

TEACHER ANECDOTAL INTERVIEW FORM: RE VOLUNTEERS

NAME ______________________ DATE ______________________

SCHOOL ______________________ INTERVIEWER ______________________

AREA/LEVEL TAUGHT ______________

AREA OF ASSISTANCE (if applicable) ______________________

No. OF TIMES OF ASSISTANCE ______________________

LENGTH OF TIMES OF ASSISTANCE (average) ______________________

NAME OF THE ONE VOLUNTEER ON WHOM THIS REPORT IS BASED

____

1. What types of tasks did this volunteer perform?

Task	No. of Minutes	No. of Times	Group Size

2. How do you feel your students benefitted from this volunteer's help?

____

____

____

____

3. How did you benefit from this volunteer's help?

____

____

____

____

4. How was the allocation of your time altered as a result of this volunteer's help?

____

____

5. Has the service of this volunteer more than compensated for the additional planning required on your part?

____

____

____

6. How has this volunteer benefitted or changed as a result of this service?

____

____

____

7. What major problems did you encounter with the program in general or with this student in particular?

____

____

____

____

8. How many volunteers do you utilize on a regular basis? ____________
Do you feel this is the ideal number for you?

____

____

____

9. Comments, suggestions for improving the volunteer program.

____

____

____

____

____

____

HALTON COUNTY BOARD OF EDUCATION

STUDENT VOLUNTEER ANECDOTAL INTERVIEW FORM

NAME ______________________ Date ______________________

SCHOOL ______________________ Interviewer ______________________

GRADE ______________________

SPONSOR (dept., teacher, or other) ______________________

SCHOOL WHERE VOLUNTEERED ______________________

TEACHER/AREA ASSISTED ______________________

AGE, GRADE, LEVEL OF STUDENTS ______________________

NUMBER OF TIMES ASSISTED ______________________

LENGTH OF PERIOD OF ASSISTANCE (average) ______________________

1. What types of tasks did you perform?

Task	# of Minutes	# of Times	Size of Group

2. What were your reasons for becoming a volunteer?

3. What did you learn from your volunteer work?

4. In what ways has volunteering changed you? (Skills, attitudes, beliefs, your own views of your abilities, etc.)

5. How did the students you worked with benefit from your help?

6. Estimate the percentage of your total volunteer time that you spent in actual teaching (instruction).

7. Do you believe that good use was made of your abilities?

8. How do you think the teacher benefitted from your help?

9. What problems did you encounter either at your own school or at the school where you were helping?

10. Comments, suggestions for improving the volunteer program.

VOLUNTEER PARENTS' ASSISTANCE PROJECT

H. G. HEDGES

NIAGARA CENTRE
THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

PARENT INVOLVEMENT AT A SMALL NEIGHBOURHOOD SCHOOL

An Informal Publication
of Niagara Centre

September, 1973.

PARENT INVOLVEMENT AT A SMALL NEIGHBOURHOOD SCHOOL

Introduction

Elmwood Public School is a small neighbourhood school serving a circumscribed section of the City of Welland. Its population is 109 pupils drawn from approximately seventy families. The school is served by four teachers (including the principal) so it is far from the typical situation.

Parental Assistance is not new to Elmwood School. For over a year, one parent has worked regularly at the school in a remedial capacity. Because of this successful experience, there was a desire to increase the level of parental involvement in the school program. The principal of the school approached Niagara Centre for aid in this expansion of the parent volunteer program. It was evident that the staff as a whole looked upon the idea of increasing parent involvement with a little trepidation, but the interest in improving the school program was such that they were prepared to investigate the idea thoroughly. Accordingly, at a meeting with the staff, the possibilities for program expansion were outlined and a series of questions and issues dealt with. The staff decided to proceed with an expanded program, and a public meeting was arranged.

Initiating the Program

At the meeting with parents from the school community, a meeting which was very well attended, overall reaction appeared to be positive. At the same time, several of the questions posed by various parents suggested that there was a little hesitation on the part of some to present themselves to the school as potential contributors in the educational setting; parents wondered what they could contribute.

Their questions were dealt with as forthrightly as possible, both by the Niagara Centre representatives and by the principal and teachers. Because of the positive tone of the public meeting, the school staff proceeded with the implementation of a full-blown parent volunteer program following closely the steps in Hedges' model.

From that point on, the organization, implementation and operation of the parental assistance program was completely under the control of the school itself. As a result of the response to the survey questionnaires, eighteen parents volunteered for regular duty and eleven wished to be employed as on-call assistants. Therefore, a total of twenty-nine parents representing over forty per cent of the families in the school district made themselves available for involvement in the school program. This was a highly gratifying response to the school's request for aid. Three losses were incurred during the year. One parent became ill and was unable to continue with her duties; one parent accepted a job and had to resign from the parent volunteer program; a third parent wished to be relieved of her responsibilities. On-call parents filled the vacancies admirably. Even with these losses, the level of involvement by parents in their school is especially notable.

Volunteer Roles

Parents were assigned various duties including many of the clerical functions commonly assigned to parents in parental involvement programs. However, one notable feature of the Elmwood program is that the parents by and large were almost immediately given tasks helping children. This had a very positive effect on the level of parent interest. Most parents spent the bulk of their time working on a one-to-one basis with students; however, there were instances when parents worked with small groups of children (usually three or four).

As in most parental assistance programs, the major emphasis of parental aid was in the reading program. The greatest visible effect appeared to be that teachers were able to individualize the program to an extent not previously possible. Those pupils most requiring individual attention received it either from a parent or from a teacher whose time was available because of the involvement of a parent in another activity. From this point of view, the major emphasis of the parent volunteer program was a remedial adjunct to the regular program.

There is one unique and highly desirable feature to the Elmwood project. One parent was not able to work at the school because she has small children requiring her attention at home. However, her level of interest was such that she volunteered to act as "dispatcher" for the program. All of the telephone contact was done through her: when parents could not come to the school at their regular time, they phoned the dispatcher; the dispatcher phoned on-call volunteers to make substitute arrangements. Every member of the school staff mentioned this contribution as one resulting in an immeasurable saving of time for the school itself.

Evaluation

The Elmwood program was evaluated in the same manner as other parent volunteer programs. Teachers and parents completed anonymous questionnaires (which most of them signed) and the children of volunteers were interviewed by a research assistant from Niagara Centre. In addition, a matching sample of children whose parents were not involved in the volunteer program were also interviewed. All interviews of children followed the format of the questionnaire in the Hedges' kit.

The evaluation results are overwhelmingly positive. In addition to the flattering comments, some suggestions which might be included in the program in succeeding years were also offered.

Children. The children of volunteers made no negative comments concerning their parents' attendance in the school and in the classroom. They discussed their parents' contributions without any visible embarrassment. Several children commented that their parents discussed with the family their activities at the school and all of these children appeared to enjoy the idea of such discussion.

Other children whose parents were not involved in the program gave similarly positive comments. They, too, appeared to know what the volunteers did in the school, although they described this involvement in more general terms. They perceived the parents as helpers of children and teachers. Those children who had been assisted by parents recalled the particular nature of such assistance, and appeared impressed with what the parents had been doing. Without exception, these children stated that they would be pleased if their own parents joined the volunteer program.

Teachers. The teachers reported many advantages accruing to the school because of the parental involvement. The major ones are listed.

1. The presence of parents made it possible for them to individualize the kind of help provided for various children.

2. Teachers were able to extend the range of the educational programs in the classrooms. They could, for example, prepare more tapes which could be used by more individual students in many of the subject areas.

3. The more intimate involvement of parents in the operation of the school was seen as a positive advantage. This was described as more than simple public relations; it was perceived as a step toward the basic parent-teacher cooperation necessary for the optimal development of every child.

4. Various alterations in the role of the teacher were mentioned. Some pointed out increases in the decision-making function while others noted that less time was required for routine operations.

Teachers pointed to several examples of pupil progress. Because of the intervention of parents, one pupil at the junior level mastered some multiplication and division through a process of drill and repetition. A classmate increased his sight word vocabulary to the extent that he was able to read orally with a greater degree of ease. A third received remedial attention for a speech problem from a parent who worked under the direction of the board speech therapist.

One pupil who had failed kindergarten received assistance with his motor coordination, auditory memory, visual discrimination and other reading readiness skills. His progress was such that he has now entered the first grade reading program. A grade one pupil, who was a non-reader in November, was given a series of activities involving rhyming, the use of initial consonants and sight word drills. In May, standardized testing indicated that his reading level had climbed to 1.6. A classmate who was having difficulty in every area of the grade one program also made important progress as a result of volunteers' efforts. He learned the names of the letters of the alphabet and their sounds, mastered the sight vocabulary of the pre-primer and, when tested in May, had achieved a general reading level of 1.6 as well. He also learned to count rationally to 20. In the opinion of these pupils' teachers, the progress made is so far beyond initial expectation that there is no doubt that the influence of the parents has been a major factor.

One teacher's summary comment is representative:

"Our program has worked so well that I wonder how I managed before it.

started. Children, of course, have benefited most of all."

Parents. The questionnaires completed by the parents indicated that their perceptions of the school, of teachers, and of their children and other children had all changed. Without exception, these appeared to be positive changes. Many parents reported a genuine sense of achievement as a result of their work in the classrooms, and all are willing to continue with the program next year. They believe that the teachers appreciate their contributions, and they expressed the hope that more parents will become involved and increase the effectiveness of the school program.

One parent attached a letter to her questionnaire. It is reproduced below because it summarizes the tenor of the parent responses.

"I am really pleased to be a parent volunteer; I enjoy the children. I find it is a challenge which all parents need to bring them closer to their children. The children spend so much time away from their mothers while at school and learn so much -- that we tend to become dull and unattached; so if we are involved daily we can see how extensive their education really is. Being a part of the system really helps a person understand their children to the fullest.

"I believe we as parent volunteers are helping the pupils and in return learning something ourselves."

Recommendations

The following suggestions were culled from the various questionnaires:

1. Increase the scope of the parental assistance program.

2. Provide an in-service training program for potential volunteers early in the school year.

3. Increase the effectiveness of communication regarding the operation of the program. Encourage parents who must be absent to call earlier so that suitable arrangements can be made. Provide more effective feedback to the dispatcher.

Elmwood School will have a new principal in September. Many innovations do not survive a change in leadership. It will be interesting to watch the effect of leadership change on this instance of educational innovation. The involvement by parents and teachers is so great and the benefits to the children so extensive and so readily apparent that the prognosis appears positive. The program should continue successfully next year.

VOLUNTEER ASSISTANCE IN SCHOOLS: HELP OR HINDRANCE?

Calgary, March 1973

H. G. Hodges

NIAGARA CENTRE

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

187 Geneva Street

St. Catharines, Ontario

For the past five years there has been growing in schools in Canada and elsewhere a movement that was almost unheard of a generation ago, the direct involvement of volunteers, and particularly parents, as assistants in their children's schools. Our own evidence, based on surveys in the Niagara Region in Ontario, then in Ontario at large, further supported by evidence from the United States, indicates that this movement is still in the early stages of its growth, and will probably represent in the 1970's the greatest single change in personnel in our schools. At a time when questions of teacher-student ratio and restricted budgets come to the fore in conversations with school administrators, one cannot avoid speculating on the possible relationship between volunteer help in schools and those other two issues. To date the trend toward volunteer help in schools and the other two issues are merely running parallel to each other, and one would have a difficult time establishing a cause-and-effect relationship between them. To illustrate this point, we have found in Ontario that in spite of there being volunteer programs in over three thousand schools, none of these schools contends that there has been any causal relationship between changes in either budgets or teacher-student ratio and their volunteer programs. Therefore one might contend that volunteering in schools represents the first major innovation in schools in recent times that has had no relation whatsoever to school budgets, and yet may have an important bearing on the achievement of the school's objectives.

The question of whether volunteer helpers in schools are in fact a help or in reality a hindrance is itself a complex question, particularly if one is prepared to evaluate the question in terms of the effects upon a number of different groups of people associated with the school. If one were to evaluate volunteer programs only from the point of view of principals, one could probably in many instances conclude that because of issues such as confidentiality, extra work for the principal, problems in irregularity of attendance, insurance, legal considerations, questions of public relations, etc., the whole matter might be regarded as at least a nuisance. To suggest this possibility is not frivolous, because in our earliest surveys of volunteer programs in Ontario schools we found that evaluations were done mainly and sometimes solely on the basis of the principal's evaluation based mainly on his own needs. Further evidence of this comes from a recent survey of principals in which we analyzed the questions that principals asked about volunteer programs; of 140 questions posed by principals 50 per cent had to do with problems of the principals themselves, related mostly to security, public relations and legality. The second largest category of questions had to do with teacher security, and the third with questions of implementation. Only the smallest handful of questions related to benefits to teachers and benefits to parents, and of 140 questions only one related to evidence of student growth or student gain! Again, if one asks the question, "help or hindrance?" only in terms of teachers' concerns one is likely to conclude in many cases that volunteer programs are detrimental, because many teachers no doubt find that problems of personal security, extra work, problems of organization, fear of other adults in the classroom, fear of losing control of the class, fear of volunteers being less competent than themselves, and other such matters may lead them to conclude that volunteer assistance is in fact a detriment. Such points of view obviously neglect consideration of the effect of volunteer programs on the volunteers themselves, whether they be parents, elderly people, other adults from the community, students from community colleges, teachers' colleges and universities, artists and other professional people in the community, or secondary school students. Even more important, evaluations of volunteer programs that are confined to the views of principals and teachers very often neglect the ultimate question of whether volunteer programs in fact enhance student growth.

The question then of help or hindrance must be determined on the basis of the potential benefits and disadvantages to at least four groups of people -- the principal, the teachers, the volunteers and the students. Further, one must consider how much relative weight should be assigned to the advantages and disadvantages for each of these groups. We are prepared to contend that no longer can evaluations of volunteer programs be based solely on the attitudes of principals and teachers, on the assumption that what is best for principals and teachers is by definition also best for students. In looking further at questions of advantages and disadvantages of volunteer programs there may be value in looking at a broad range of objectives and outcomes of volunteer programs in schools, and in the process considering both the theoretical and the research evidence on the subject.

Our own interest in exploring the potential of volunteer assistance in schools was stimulated by the findings of the National Survey of the Plowden Committee Report in England several years ago. You will recall that the National Survey, which conducted a correlation study to determine the relationship between various factors in the youngster's environment and his achievement in school, and which was based on 3,000 students in 170 communities, showed clearly that more of the variation in pupil achievement can be attributed to differences in parental attitude than to either differences in the conditions of schools or differences in the characteristics of homes and communities. Educators have long observed, and have had considerable research evidence to establish that parental attitudes relate strongly to student achievement, but it was not until the late 1960's with the results of the Plowden Committee Report and subsequent studies in the United States that we began to suspect the powerful impact of different parental attitudes on variations in achievement in schools. Our own conviction on the matter of altering parental attitudes is that attitudes are shaped more by experience than by persuasion, and that in the long run we shall probably have to provide parents with a different set of experiences about the school if we intend seriously to have any significant success in enhancing, improving or altering attitudes.

In the schools in which we have been implementing our general model for parental assistance programs we have found marked improvements in the amount and form of communication between parents and teachers. It is clear that both parties have important information about the pupil which often fails to be exchanged for a variety of reasons which may include time available, lack of trust in the other person, formality of presentation, and the inclination for most parent-teacher interviews to flow in one direction only.

Our most important research on the question of the effects of volunteer assistance in schools has been in measuring changes in what teachers state are two of the most important elements of their work in the classroom, the amount of time that they can spend with each individual student, and the percentage of their time that teachers can give to what they regard to be the highest level of professional functions of the classroom. Our claim that these two elements of the teacher's work in the classroom are of greatest concern to teachers is supported by the usual arguments that teachers give against increasing the student-teacher ratio, namely that increasing the number of students in the classroom reduces the amount of time that the teacher can spend with each student and also reduces the percentage or proportion of time that teachers can given to what they regard as the most important functions of the teacher.

Our evidence on this question, then, apparently should be regarded by the profession as being very beneficial. In 150 days of observation in classrooms using a taxonomy of classroom functions which provides a means for indicating the amount of time that teachers spend not only on each of twenty-one functions in the classroom but also on each of six kinds of grouping, including individual attention, we found that even in classrooms where the teacher contends that there is a very high degree of individualization of the program the average amount of time that the teacher spends in a one-to-one relationship with the typical student is 2-1/3 minutes per day. In only a handful of classrooms did we find the average teacher-student contact on an individual basis to exceed 3 minutes, and in a great many cases it was in the range of one-half to one minute per day. One has to question whether a program can truly be considered to be individualized with these amounts of direct teacher-pupil contact. This is not to suggest that one-to-one contact is the only criterion or element for individualization of program, but we contend that it must be an important element. In our study we found that when the teacher has even one volunteer working in the classroom the amount of adult, i.e., teacher-plus-volunteer time spent on one-to-one relationships with students increases by almost four times. The teacher approximately doubles the amount of time spent with individual students when a volunteer is in the classroom and the volunteer approximately matches the teacher's amount of one-to-one contact. Obviously, this is an important alteration in the dimensions of individualization resulting from the presence of a volunteer, but I am not prepared to suggest that this comes anywhere close to satisfying the need for a greater amount of one-to-one individual attention, particularly if we are going to give serious attention to our commitment to provide a curriculum that relates to students' needs, interests, styles, and levels of learning.

The other finding that we made in our observations with the taxonomy had to do with the proportion of a teacher's time spent in those functions that are considered to be at the upper level. The taxonomy identifies a wide range of functions that include all observable tasks performed by teachers in the classroom. An accompanying manual defines the placement of individual tasks into these functions. After short periods of training we found that we were able to have classroom observers categorize the time teachers devoted to various tasks into their respective functions with an inter-observer reliability in excess of 90 per cent. The instrument then is a useful device for comparing the allocation of teachers' time on days when volunteers are present and when they are not present in the classroom. In order to determine what the profession believes to be the most professional, vital or important functions of the teacher the taxonomy and manual were presented to panels of classroom teachers, teacher educators and school administrators. The individuals in each panel were invited to establish a heirarchy for the 21 functions. We found a remarkable level of concensus both within the panels and among the three panels. As a result of this concensus task we concluded that the profession believes that both forms of planning, both forms of motivation, the initiation and consolidation of of new learning, and maintaining the climate for learning in the classroom are considered to be the most important seven functions. These seven functions were classified as Level I functions. Similarly we were able to set forth the seven functions in Level 2 and in Level 3. Considering the high degree of concensus among the referees, and in the absence of any absolute standard of importance of functions, we regard the heirarchy established as a reasonable standard for judging the significance of alterations in teacher time.

Working with the teachers in three schools we established the stability of the distribution of teachers' time in regular sessions and after a prolonged series of visits began to document the amount of time given to each of the functions in regular sessions and in sessions when regular volunteers were present in the classroom. Some of the conclusions of the study show important effects of the presence of volunteers. The most important outcome was that when even a single volunteer was present teachers appeared to make a natural transfer of time so that an additional 21 per cent of their time was transferred from lower level functions to Level I functions. We found that in regular sessions, in spite of their position in the heirarchy only 19 per cent of teacher time was allocated to Level I functions. This figure rose to 40 per cent on the days when volunteers were present. This transfer of time, of an additional 21 per cent to Level I functions, roughly parallels the findings of the famous Bay City Study of paraprofessionals in which it was found that the teacher who uses a paraprofessional transfers approximately 23 per cent of his or her time to additional Level I tasks. We also found that the amount of time the teachers spend on Level 2 tasks, which include adding content to structure, diagnosis and prescription, active supervision, the designing of test instruments, consolidating content, remedial teaching and the interpretation of scores was not greatly altered as a result of volunteer activities in the classroom. Only two of these activities showed marked reductions, namely active supervision and consolidating content. Incidentally, these two functions include some of the largest allocations of volunteer work in the classroom and are the two greatest consumers of teachers' time. It follows that the greatest amount of transfer to Level I functions was from

Level 3 functions. The amount of teacher time spent in Level 3 functions is reduced from 25 to 10 per cent when volunteer help is at hand.

Some other more specific observations concerning allocation of teacher time indicate the possibilities of improving instruction in the classroom dramatically by helping teachers deliberately to reorganize the allocation of their time. For example, we found that in spite of the high ranking given to the initiation of new mental structures the average teacher was devoting only three per cent of his or her time to this function. Other observations were even more startling. We found, for example, that the average teacher spends more time on consolidating content, i.e., drill and review, and taking up work, than is spent on the total of the Level I functions. Similarly almost as much time is spent on active supervision in regular classrooms as is spent on the total of the Level I functions. More time is spent on passive supervision than on any two Level I functions combined. These observations concerning the typical allocation of teachers' time suggest that there are many activities of the teacher that with effective volunteer help and additional organizational experience and training on the part of teachers, could be assigned to other personnel in order that teachers could spend an increasing amount of their time on those functions that are truly professional and which relate most strongly to student growth. Incidentally, our findings on the typical allocations of teacher time run parallel to the findings of Hillsum reported in his new book The Teacher's Day. Using a somewhat different taxonomy, Hillsum found that approximately 26 per cent of the typical teacher's day was spent on all types of instructional tasks, 40 per cent on organizational and preparatory work, and 34 per cent on clerical and mechanical duties and supervision.

The evidence in our studies concerning the transfer of teacher time invites, naturally, the question of how the volunteers allocated their time among the various functions in the classroom. We found that the greatest deployment of volunteer time was in non-skilled technical tasks, with large amounts of time also given over to activities that were representative of the functions entitled consolidating content and active supervision. The most common single task performed was listening to students read, which was included in the function "consolidating content". Suprisingly enough eight per cent of the volunteers' time was actually spent in Level I functions, mostly in the areas of specific planning and specific motivation.

In view of the effects of volunteer help, as documented in our study, on providing for individual attention in the classroom and on the reallocation of teacher time we contend that volunteer help in schools is not only an interesting innovation in the school but may itself become the catalyst for other innovative practices. In the many schools in which we work we find no scarcity of good ideas about innovations on the part of the teachers. Almost every teacher is able to identify a number of organizational or curricular changes that would improve the program of the classroom or school. When tested on the constraints that are preventing these innovations from being practised most teachers point to problems of teacher time or teacher manpower. Considering the number of volunteers available in most communities, along with the evidence that we have collected concerning possible effects of volunteer work in schools, we believe that volunteering may itself provide a means of closing the teacher-time and manpower gap in schools.

Our initial interest, that of the possible alteration of parental attitudes has proven to be a somewhat difficult one to access accurately. In all our evaluations we have treated the question of changes in volunteers' attitudes as one of the most important elements. We are able to say that almost without exception our instruments indicate an alteration and improvement in parents' statements about their attitudes. To what degree parents are able to present deliberately a more favourable picture of attitudes after a period of time in the school is not known to us, but we believe that even their inclination to speak more positively about their own role in the school and about their improved perception of the school is interpreted by most teachers as a positive change. The question of whether the apparent changes in parents' attitude have a direct effect on the improvement of their own children's achievement in school is as yet not adequately evaluated. In schools where we have compared the changes in achievement on the part of students of volunteers and children of non-volunteers we can find no clear distinctions, but, as stated at length later in this address, significant but similar growth gains were recorded for both groups. It seems probable that the changes in achievement will have long-term rather than short-term characteristics, and probably will be reflected more in the affective than in the cognitive areas. In view of the relative weakness of instruments used to evaluate the affective domain in schools we are at a loss as yet to establish clearly the effects of improved or apparently improved parental attitudes on their own children's achievement.

On the other hand, we have increasing amounts of positive information concerning the improvement of parents' insights about the school and about learning. Many of the parents can both describe and demonstrate improvements in their skills as parent-teachers. Most of them express greater understanding and appreciation of the wide range of tasks performed by the teacher. Many parents remark on the diversity of needs that must be met in classrooms. An increasing number of parents become involved at home in school-related instructional tasks. In fact our centre prepared the parents' manual which some of you have examined as a means of providing for parents of primary children opportunities to instruct their youngsters in school-based curricula at home. We advise parents who use this manual to work on a one-to-one basis with their child for approximately ten minutes a day. This seems like a minimum amount of time, and one would question whether it could be expected to have any important effects until one considers that 10 minutes a day at home actually more than quadruples the amount of adult-child direct one-to-one contact during that day.

Turning now to our broader range of volunteer programs, I must state that our first efforts in implementing a general model for a comprehensive volunteer program several years ago was in a very limited number of schools in which we worked closely with the staff to explore, alter and implement the plan. The general model, which is available on request from the Niagara Centre of O.I.S.E., has now been applied in a very large number of schools in the province.

Following the testing of the general model we became involved in a number of special extensions and adaptations of the model, each designed to test its potency in meeting particular school needs. Some of these adaptations would be applicable in almost any school while others may be of value in only a limited number of environments.

At Fessenden Public School in Ancaster the teachers considered their prime need to be opportunities to meet together for curriculum development. We assisted them in developing and adapting a volunteer plan designed to give the teachers two hours per week for regular curriculum development. We had no difficulty in recruiting far more people than were required to provide for the supervision of classrooms that would be essential for this program to operate. Most of the concerns that we all had initially proved to be groundless. Parents working alone or in twos or threes quickly became effective classroom supervisors. Discipline problems that were anticipated simply did not materialize in most classrooms. Teachers quickly learned to reorganize their own time and to help pupils define tasks that they could work on during the periods of parent supervision. By the midpoint of the initial year the staff had successfully implemented its program so that they could engage on a regular basis during school time in curriculum development. No loss in students' growth patterns came to light in the evaluation of the program.

The staff of St. Daniel's Separate School in Hamilton showed concern about the needs for identifying and meeting the needs of a larger number of youngsters with special education problems and at the same time for integrating these students into the regular program of the school. This school already had a successful comprehensive volunteer program. We found that it was relatively easy to alter this program to meet the needs in special education defined by the staff. The principal and the special education teacher were in charge of the broad design of the program. Volunteers assisted in a number of ways in relieving teachers for time to prepare pupil profiles, and to provide the special education program with the drill, review and other forms of consolidation that actually represented the major part of the teacher's work with the special education students. In the process of developing this program teachers identified almost three times as many youngsters requiring special education programs as in the previous year. The arrangements for special education on the part of these youngsters were so well integrated into the school program that many of the parents were quite unaware of the existence of such programs within the school. In particular the stigma attached to special education seemed almost completely to disappear.

The most radical adaptation of our general model was applied in Victoria Public School, an inner city school in St. Catharines. Bearing in mind the changes in individual attention and in the allocation of teachers' time to various levels of functions described earlier, we wished to explore the outer extremes of this tendency. In order to explore this question we recruited and assigned twenty-five volunteers to work with one teacher in a regular grade I classroom. These parents worked one half day per week, so in effect we added $2\frac{1}{2}$ adults to the classroom at any point in time; in other words the adult manpower in the classroom was increased from I to $3\frac{1}{2}$ persons. The program was carefully monitored with control classes and pre- and post-test results for the more important stated objectives of the school. In addition to adding the manpower to the classroom we deliberately assisted the teacher in identifying the important functions in the classroom and of learning to reorganize her time so that she was working most of the time at those functions which related most strongly to pupil growth. The teacher tried out various strategies for the reorganization of the classroom and found that the most effective way of communicating to the volunteers and at the same time ensuring that students were working at their level of readiness was to have an individual pupil progress book in which she wrote assignments each day that volunteers were to carry out with the individual students and in which the volunteer would record statements of the individual's progress. Toward the end of the year an observation of the allocation of the teacher's time indicated that she was spending approximately 80 per cent of her time on three main functions, organizing the continuum for learning, determining the student readiness for the next phase in the continuum and initiating the new concepts that the pupils were to learn. Practically all other activities of the classroom were gradually taken over by the volunteers. These included adding content to the existing mental structures, review, drill, listening to students read, marking and supervising arithmetic, helping children with arithmetic problems, passing out and collecting materials, running off seatwork material, etc. The observer team found that the volunteers themselves were engaged over 70 per cent of their time in tasks that clearly were instructional, a surprising outcome in the light of my own and Hillsum's findings on teachers' limited time allocations to instruction. The amount of one-to-one attention that each pupil derived from this program was increased many times over the usual situation; at times the increase in individual attention was greater than ten-fold.

It is perhaps not surprising to learn, then, of remarkable increases in student growth in such a program. The evaluation of student growth in this adaptation is documented in our report entitled Using Volunteers in Schools. The graphs show that the youngsters made dramatic gains over the control classes in all of the measured objectives, with the greatest gains made by children in the middle of the class. The average gain of the class in reading comprehension was 2.0 years with somewhat lesser gains in other important subject areas. An independent study was made of the patterns of growth that could be attributed to the culture and it was found that the pupils grew only .6 years in those elements that were attributable to the culture at large. One would be hard pressed to find another classroom in Ontario that has documented the kind of growth gains established in this program. Considering the saturation of volunteers in this classroom and the amount of external leadership given one has to ponder whether such a radical adaptation could be implemented in many or most classrooms. However, a modification of this program, with a reduced number of volunteers in the classroom and with some broad attention to in-service developments of teachers which relate to reorganization of teacher time should be possible in a large number of schools. Another major outcome of such an adaptation may be radically altered expectations or perceptions of the rate of student growth when enriched instructional patterns are provided. Incidentally, the pupils in this classroom not only grew more rapidly in stated school objectives, but received instruction in additional curriculum components, including a number of the strands in our centre's primary thinking program.

Another of the adaptations that we have explored involved the possible use of a corps of parent volunteers working with the entire primary division of a school in order to enable the staff to regroup all pupils at the primary level in the language arts program in keeping with the readiness level of the student. Obviously such a plan calls for additional time for teachers to be able to work together on program planning, regrouping and frequent evaluation. Also needed are large blocks of additional adult time to help individual students with the language arts program, and in particular with oral reading. Our attempt to apply this adaptation in a primary school has met with something less than complete success. We were able to recruit a large number of parent volunteers, but the staff has shown an inclination to use their services for a wide range of general supportive assistance rather than allocate the additional adult time to their original commitment of integrating and individualizing the language arts program. We interpret this weakness in the study as evidence of a fairly low commitment toward the goals of the project and not as evidence that the volunteer program is incapable of meeting this special adaptation. It is our intention to try this adaptation again, this time with the staff of a junior school who have already identified the need for integration of the language arts program. We believe that the volunteer program has the capability of providing the two additional resources needed for the successful integration of the language arts program in either a primary or a junior division.

In Ontario schools there have been relatively few attempts at formal approaches to differentiated staffing. We contend that a plan for differentiated staffing should include one level for volunteer work. We have been working closely with the staff of a secondary school which has broken the traditional line-and-staff organization and has eliminated the position of department heads in subject areas in favour of three deans who work with the principal in administrative leadership and are supported by the team of teachers, a group of paraprofessionals, and a broad corps of volunteers. Our interest in this model is to develop a system for describing the range of functions performed by each of the levels and to determine the proportions of time spent in each function by each group.

In order to deal with some of the legal, administrative and political aspects of bringing in a major innovation such as a comprehensive volunteer program we are working with six principals in one county in a plan which we entitle a League of Innovative Principals. We have found that by sharing ideas and responsibilities the principals themselves feel more secure about establishing volunteer programs. Incidentally, because they are working as a team they have been able to obtain larger proportions of the time of program consultants and administrative officials. Similar leagues would be useful support systems for other kinds of school innovations.

Innovative practices usually attract large numbers of visitors. A recent change in Ontario regulations provides every teacher with up to twelve days for professional development and we foresee the likelihood that some of our more prominent volunteer programs will be swamped with visitors in the year or two ahead. In order to provide lighthouse situations which will influence the rest of the staff in the particular school and in the jurisdiction, as well as provide opportunities for visiting teachers, we are helping one school system to establish thirty lighthouse classrooms for volunteer work. These thirty classrooms will all be in one county, and each classroom will have at least ten volunteers, each working one-half day per week. In other words in each classroom we will in effect have doubled the adult manpower. Incidentally, in the jurisdiction in question, Halton, a suburban county between Hamilton and Toronto, a large-scale approach to volunteer programs has been conducted in the past year with the result that the county now has over 1,600 parent volunteers working on a regular basis one-half day per week. This part of the volunteer program alone thus adds the equivalent of 160 full-time workers to the school staff in the county.

Most of our own studies of volunteer assistance have started with parent volunteers for the reason given earlier, namely the evidence in the Plowden Research Study indicating the correlation between parental attitudes and student achievement. However, any system which wishes to explore fully the role of volunteers in its schools must identify many other pools of talent including students at high schools and universities, elderly people, people in the professions, arts and business, and others. In one of our projects in the past year we have begun to explore the possible use of secondary school students as volunteers in nearby elementary schools. This project involves three different plans. In one of them the high school students identify the kinds of services they would be willing to volunteer to the local elementary schools, and the teachers in the elementary schools apply for these services. In another school, requests from local elementary schools are posted and students in the secondary school apply to meet the needs identified in the elementary school. In each of these two programs about 100 students from the secondary school in question assist in 8 or 10 nearby elementary schools. In most cases it is required that the student negotiate with his teachers for the volunteered time. It is suggested that the student endeavour to find relationships between his volunteering and units of study in one or more of his secondary school subjects. The third plan for using secondary school students as volunteers takes place on an exchange between a secondary school and a bilingual elementary school. One of the difficulties of providing high school Oral French programs that will meet the needs of bilingualism espoused by our society is the failure of the culture to provide reinforcement for the Oral French program. In order to meet this need and at the same time to provide additional resources for the teachers and students in the bilingual elementary school, approximately 50 secondary school students of Oral French were recruited to work as volunteers in the primary grades of the bilingual school. At the present time the secondary school students are communicating in French over 80 per cent of the time that they are in the elementary school. We intend to evaluate the three student volunteer programs in terms of the advantages to all three parties concerned, the secondary school student, the elementary school teacher, and the elementary students. On the basis of studies done elsewhere it is reasonable to suggest that the greatest gains, particularly in the affective area, will be made by the volunteering students.

Our experiences with a wide range of volunteers in schools lead us to identify three somewhat different forms of volunteer help. Secondary school students and parent volunteers, particularly in the primary grades, are commonly referred to as *regulars* because they provide their services on a structured basis, usually one-half day per week. In general they work with the same teacher or teachers and perform a similar spectrum of classroom tasks. A second corps of volunteers and the one which historically is oldest in use, is what we call the *on-call* corps -- persons in the community, usually parents, who assist the school with specific short-term needs, either of a supportive or an instructional nature. The third pool of volunteers, one which is used most widely in secondary schools, is what is termed the *Talent Bureau* -- a corps of parents and professional and business persons whose experience, background, ethnic origin, business, artistic or professional experience, or some other feature enables them to provide the school with a valuable resource. Generally the school maintains a file of these persons, who are then called on periodically for specific assistance related to the particular interest and competency of the volunteer. A number of secondary schools include several hundred persons on the Talent Bureau.

Without wishing to deny the very significant contributions made by the on-call corps and talent bureau corps, or to deny the significant potential contribution to be made by a wide range of volunteers, our evidence suggests that the potential advantages of parents who serve on a regular basis in the school, indicate they should receive prime attention in any plan for a volunteer program in the school.

The title "Help or Hindrance?" causes me to return once again to some of the problems revealed in volunteer programs. By far the greatest amount of difficulty with volunteer programs is clearly the result of the lack of a comprehensive plan developed or implemented by the school staff, and in particular a plan which puts teacher readiness well ahead of recruitment in both time and priority.

In the long run probably the most serious problem in volunteer programs has to do with a particular aspect of parent and teacher behavior; our observations indicate that volunteers are even more inclined than teachers to give students ready answers to questions instead of causing the students themselves to discover these answers; in the process they deny the very autonomy and independence in learning that should be a major objective of instruction. For this reason, and for reasons of confidentiality, attendance, teacher security, etc. it seems reasonable to propose that one or two short instructional sessions with volunteers who work on a regular basis should be provided.

Volunteer programs will probably continue to appear to be a hindrance to some teachers, and particularly to those who cannot resolve problems of insecurity or of lack of organizational training and ability. There is no doubt that in the initial stages volunteer programs actually cause teachers more rather than less work, because a teacher has to add the organization of the volunteer's activities to his or her own planning. Unless the teacher is able to learn ways of reorganizing adult time in the classroom, the teacher is unlikely to continue to use volunteers. The continuing use of volunteers by almost all teachers in our studies probably indicates that the teachers who have made use of this resource, were already more secure and flexible, and better organized than most of their non-participating colleagues.

We believe that in order to capitalize on the potential long-range values we must consider three special features of a plan for a comprehensive model for volunteer programs in schools which ordinarily would not be thought of by the school staff, or might seem even to run counter to a principal's initial perception of a volunteer program. First of all, we contend that recruitment should be as open as possible in order that we can maximize the potential for enhancing the attitudes of as broad a range of the parent population as possible. We believe that selective recruitment policies which tend to bring into the school only those parents who already have positive attitudes toward the school or who are already perceived as being loyal friends of the school, will fail to capitalize on the potential that we visualize in volunteer programs. Secondly, having argued for open recruitment we would recommend that all those who volunteer be assigned initially to a broad spectrum of relatively low level jobs in the classroom. Then, as their abilities and reliability are demonstrated, they should be deliberately promoted to more challenging tasks in the classroom, and to tasks which bring them in closer contact with individual students. The basic training is provided as needed by the teacher, so that in due time in the classroom it is observed that both the volunteer and the teacher are performing and sharing a wide range of classroom functions. We believe that the restricting of volunteers to a narrow range of low-level supportive tasks runs counter to the best interests of a volunteer program. Similarly, any formal decision not to permit volunteers to engage in instructional functions merely sets up a theoretical dichotomy that cannot be applied in practice, and if it could, would deny both the volunteer and the pupil the greatest benefits of the program. Thirdly, unless the volunteer program itself capitalizes on the motivations of volunteers one could not expect it to succeed or to have any permanent structure. Our studies of the motivations of volunteers indicate that there is an important difference between their initial motivations and those that emerge after two or three months in the program. Initially, much of the motivation for being a volunteer in a school has to do with curiosity about school programs, and particularly curiosity about the progress of the volunteer's own youngsters in the school; with other volunteers the motivation seems to be little more than faith in the statement of the school that volunteer help is required. A few months later however a similar survey of volunteers' attitudes reveals motivations and rewards that relate more closely to feelings of worth, satisfaction, and accomplishment, a sense of making a worthwhile contribution, pleasure in opportunities to work with adults, insights into instructional practices, pride in seeing evidence of student growth influenced by their work, etc. Unless the program permits these types of motivation to be developed, volunteers are not likely to stay. Whimsically we suggest an ideal model for quietly getting rid of a volunteer program should this ever be necessary; all the principal would need to do is to reallocate the volunteers to playground duty and lunchroom supervision. The notion that volunteers should be recruited merely to do the jobs that teachers do not wish to do fails to recognize the motivations and resources of volunteers. The long-term success of the program depends on the principal's ability to dovetail classroom needs with the motivations of volunteers.

As suggested earlier the greatest obstacles to the development and maintenance of comprehensive volunteer programs in schools have to do with the security of principals and teachers. However, teachers are aware of the need to spend more time on professional functions in the classroom and to spend more time with individual students. Unless we develop plans and strategies for reducing the obstacle of the insecurity of teachers and thereby making it possible for teachers to accept other adults who will share in their activities, the opportunity to improve the quality of the classroom experience for our youngsters will be denied. Fortunately in Ontario new regulations from the Ministry and a new policy statement from the Ontario Teachers' Federation have helped to reduce the insecurity at official levels. Everything possible should be done at the jurisdictional and local school level to extend these intentions into the life of the school and the classroom. In conclusion, considering the evidence provided concerning the improvement of student growth in the short range and the possibility of improved student achievement in the long run as a result of improved parental attitudes; the evidence of the natural transfer of teacher time to higher level professional tasks and the possibility that, with deliberate attention, much greater efforts in this direction could be made;

and at the same time recognizing the fact that there is a vast pool of uptapped talent that might not only make a contribution to the school but might at the same time develop more positive attitudes in the community towards the school and improved insights and competencies on the part of parents and other adults, we are prepared to contend that no school and certainly no school system can continue to ignore the potential in volunteer programs.